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ABSTRACT

A handbook for minority graduate students is presented by the University of California, Berkeley. Included are 10 essays, perspectives of 14 minority students, views of 7 faculty members, a minority faculty directory, and a resources directory. Essay titles and authors are: "The Minority Graduate Experience" (Gloria Cuadraz, Jose Novoa, Ruth Bolden, Ellen Nakashima); "Graduate Affirmative Action: Past to Present" (Dan Ashby); "Asian Americans in Higher Education" (Dan Ashby); "Women of Color" (G. Cuadraz); "Minority Graduate Students in Teaching: The Berkeley TA Experience" (Robby Cohen, G. Cuadraz); "How You Can Be Part of the Solution" (Pedro Noguera, Howie Pinderhughes); "The Foreign Student Perspective" (Stephen Small); "Departmental Relations: Cast of Characters" (Nestor Gonzales); "Relations with Faculty" (Zita Nunes); and "Cultural Diversity in the Bay Area" (J. Novoa). Minority faculty members by department/subject area are listed and distinguished as American minority or foreign born. Also listed are the faculty members' rank, degree and institution attended, and special academic interests. Topics covered by the resource directory include paying bills, campus offices, resources for women, health, and unique needs. (SW)

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Diversity and Excellence

Graduate Minority Students' Handbook

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Compiled by the Graduate Minority Students' Project
Graduate Assembly, UC Berkeley

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Foreword

This collection of views of graduate student life at Berkeley will be of interest to both newcomers and old-timers alike. The diversity of opinions about graduate education here suggests the wide range of educational experiences which one may find at Cal. Author Joan Didion has written of this University that it offers many opportunities, but that they must be sought out, their suitability tested and individual objectives selected and pursued. The many essays in this publication make the same points in ways both critical and reassuring, and in so doing point out a community of interests among graduate students as well as the singular path which each will pursue.

Ira Michael Heyman
Chancellor

As chair of the Graduate Assembly, I am proud to be a part of a project of such critical importance as the Graduate Minority Students Project. Attending an institution such as UC Berkeley can be a painful and alienating experience for people of color. The system is not set up to accomodate those of us who have traditionally received an inferior education and have been tracked into non-academic occupations.

We hope this minority handbook will serve as a useful academic and social support tool, and give you insight and helpful hints on how to succeed at UC Berkeley. We also hope it will serve as an incentive for you to get involved and to help us in this tremendous task of making the University more accessible to people of color.

Finally, welcome to Berkeley. Despite the potential problems for minority students here, Berkeley is an exciting place to learn. I hope you enjoy living and studying here, as I have, and I hope to see you at the Graduate Assembly.

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Graduate Assembly Chair

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Past GMSP Coordinators:
Deena Gonzales, founder, 1978
Isabel Tirado, 1981
Lita de la Torre, 1982
Beatriz Pesquera, 1983

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Notes from the Editors

By the year 2,000, Blacks, Chicanos and Latinos, Asians, Native Americans, Filipinos, and other people of color are expected to make up a majority of the state's population. It is our hope that the University of California will serve these communities by improving its record on graduate affirmative action.

Much has been made of the so-called conflict between excellence and diversity. We think those sounding the alarm lack perspective.

This handbook would not have been possible without the help of some very talented minority graduate students and faculty members. They are living proof that it is possible to succeed at the university without becoming hopelessly alienated from one's culture. We hope that you will take the time to read what they have to say in "Student Perspectives" and "Words from the Wise."

The articles that precede these sections range from advice on how to select a graduate adviser to a plea for political participation. Most were written by people of color, whose strong political views were allowed to shine through.

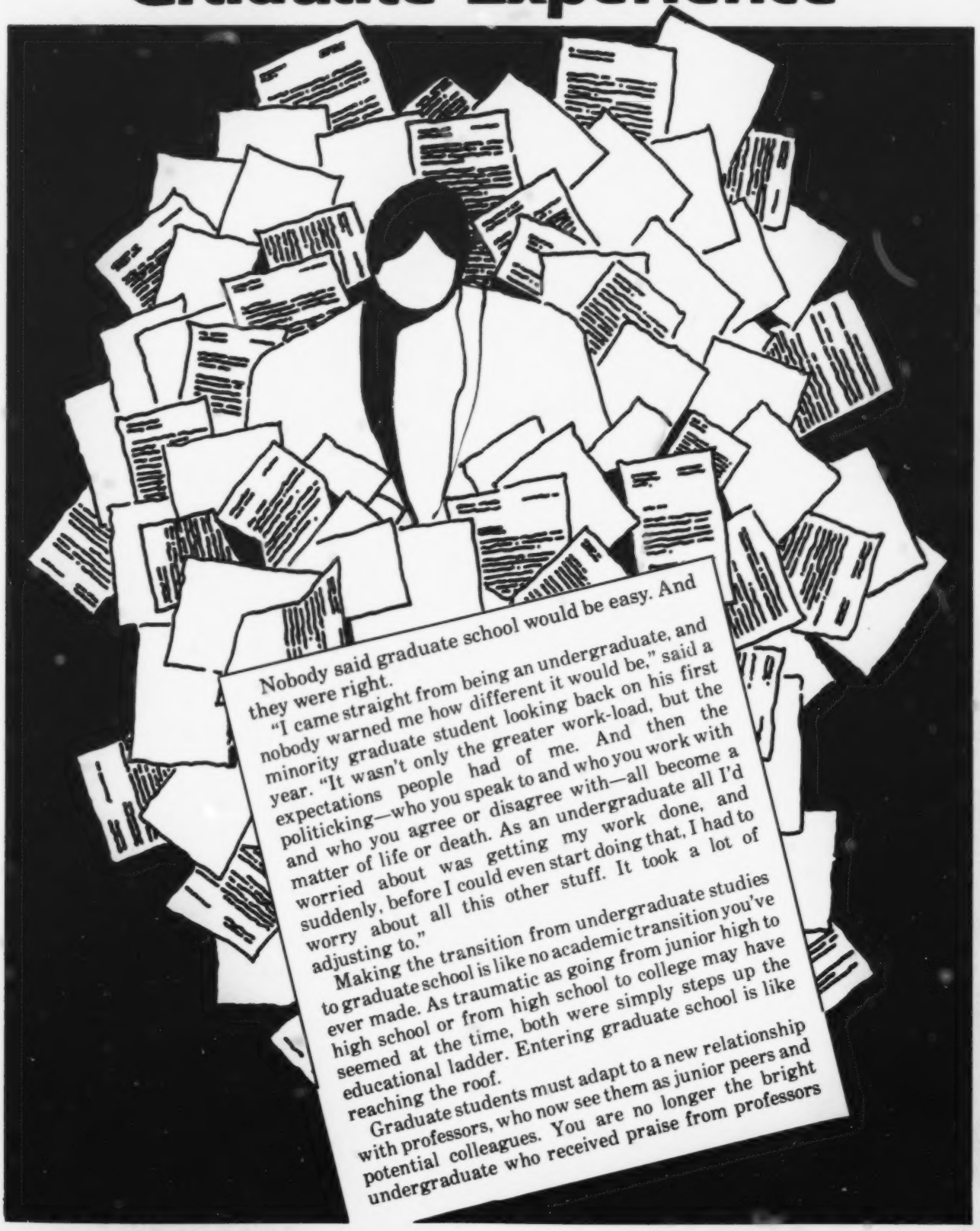
Our main goals when we started to work on this handbook were to foster a sense of community among people of color and to help minority graduate students avoid feeling alone and alienated. We also wish to encourage research related to ethnic communities and have compiled a short directory of minority faculty members, who may be willing to supervise such research.

The last section in the handbook is a directory of resources we hope will prove helpful.

This handbook was prepared by the Graduate Minority Student's Project of the Graduate Assembly and funded by the Office of the Chancellor. We hope it will help both new and continuing minority graduate students.

Gloria Cuádraz
José Novoa

The Minority Graduate Experience



Nobody said graduate school would be easy. And they were right.

"I came straight from being an undergraduate, and nobody warned me how different it would be," said a minority graduate student looking back on his first year. "It wasn't only the greater work-load, but the expectations people had of me. And then the politicking—who you speak to and who you work with and who you agree or disagree with—all become a matter of life or death. As an undergraduate all I'd worried about was getting my work done, and suddenly, before I could even start doing that, I had to worry about all this other stuff. It took a lot of adjusting to."

Making the transition from undergraduate studies to graduate school is like no academic transition you've ever made. As traumatic as going from junior high to high school or from high school to college may have seemed at the time, both were simply steps up the educational ladder. Entering graduate school is like reaching the roof.

Graduate students must adapt to a new relationship with professors, who now see them as junior peers and potential colleagues. You are no longer the bright undergraduate who received praise from professors

for doing good work; you are now training to become one of them and will be treated accordingly. Many departments consider graduate students to be the professor's peers and expect them to meet the same high standards, which can be quite a shock to first-year students.

"All of a sudden I was expected to be able to do everything by myself," said another minority graduate student. "I'd just graduated and was the youngest in a cohort where nearly everyone was over thirty. I was 21 and everybody expected that I'd be able to deal. I simply hadn't had many of the experiences everyone else had had, but I was expected to manage anyway."

Graduate school can overwhelm anyone: there is always one more lecture you should attend, another theory you should be familiar with, and ten more books you should read. And, of course, there will be times when your car won't start and your checkbook won't balance, the rent is overdue, you're coming down with something, your father's heart condition is getting worse, and your boyfriend/girlfriend wants to know why you never have time for his/her problems.

These are the times when you will feel like jumping off the roof—metaphorical or otherwise.

At times like these you need to ask for help. Unfortunately, many minority graduate students feel that asking for help is an admission of failure.

"Our visibility as people of color and the stereotypes inflicted upon us make it difficult to ask for help," said Afro-American Studies Professor Barbara Christian. "But everyone needs help sometime... Don't wallow in the sin of pride. Get help when you need it."

Being a graduate student means being resourceful and being able to to take the initiative. Being a minority graduate student means being even more so. You may be the only minority in your courses or even in your department, which can lead to isolation and alienation. Don't let it happen. Join a student group or start your own study group. And seek out other minority students—you'll be doing yourself and them a favor. You, and they, will be glad to find that your problems are neither unique nor insurmountable.

The importance of having a support network cannot be overstated. Having someone to turn to in a crisis or just someone who will listen when you feel the walls closing in can make all the difference in the world. Perhaps the most frequent complaint voiced by minority graduate students is that they feel alone and alienated, that there are no other minority students at Berkeley. It may seem that way at times, but appearances can be deceiving.

This handbook is proof that there is a strong minority community at Berkeley. No matter what your perspective is, you're likely to hear its echo in the student perspectives section. We may be few in number, but we are strong in spirit, and we—and you—can succeed.

Which brings us to success and its many roads and detours. This handbook contains contributions from a host of talented minority graduate students, who have almost without exception found time to become politically involved.

"As a result of (our) disadvantages, minority students quickly develop a social consciousness," says Dora de la Rosa in her perspective piece. "Our pride in our culture enables us to form organizations like the La Raza Law Students Association. I attribute my being here to the Association. Not only do such groups support affirmative action and lobby for our acceptance, but once we get here they provide support services and a mechanism for voicing our concerns."

De la Rosa is a co-chair of the Association, a former ASUC senator, a member of the board of directors of *The Daily Californian*, and the chair of the Graduate Assembly. The former chair of the GA, Pedro Noguera, is now student body president, and is one of the authors of a short article on the need for minority students to become politically involved. Read what he has to say.

Many of us came to the university hoping to pursue career goals while remaining true to our principles and political views. As Sociology Professor Tomas Almaguer says in his "advice from faculty" article, how well we resolve this conflict will affect the progress of our graduate studies, "not to mention our mental health." As he points out, our graduate studies can be a legitimate form of political practice. The university is not an ivory tower," but a source of ideas that can perpetuate or challenge social inequality.

If you are interested in issues that are not at the center of traditional disciplines, you may have to struggle to study what you want, but it can be done. Many of the students we interviewed had found faculty members sympathetic to their goals. You can too, if you're willing to study the "Directory of Minority Faculty" in this handbook and knock on some doors.

Gloria Cuadraz is the chair of the Graduate Minority Student's Project, and a sociology graduate student. Jose Novoa is the former editor-in-chief of The Daily Californian, *and recently graduated with a bachelor's degree in English. Ruth Bolden and Ellen Nakashima also contributed to this article.*

Graduate Affirmative Action: Past to Present

By Dan Ashby

There was a time, back in 1964, when UC Berkeley led the nation in graduate affirmative action. Its record was so good compared to the rest of the nation that the federal government selected Berkeley as the demonstration campus for several national pilot programs promoting minorities in higher education.

But now, one generation later, Berkeley's distinction in minority education is of a different sort. Though it is the flagship campus of the University of California, Berkeley has the second poorest graduate affirmative action record of all nine campuses in the UC system.

In 1983 the four minority groups considered "underrepresented" in UC graduate schools—blacks, Latinos, Native Americans, and Filipinos—made up nine percent of domestic graduate students at Berkeley. According to the 1980 census, these groups composed 29 percent of California's population.

In 1983 underrepresentation was least for Native Americans, who comprise 0.9 percent of the state population and 0.68 percent of Berkeley's domestic graduate enrollment. At the other end of the scale were Latinos, who made up at least 18.7 percent of the California population, composed only 3.3 percent of the campus domestic graduate enrollment.

These are not the figures of an isolated bad year, but the benchmarks of a stasis in graduate affirmative action which has persisted for the past decade, while the proportion of minorities in California's population has been swiftly rising. Between 1970 and 1980, the combined population of these four minority groups grew by 24 percent.

And the rate of growth of minority populations is accelerating. Today, one third of the students in California's public schools are minorities. By the year 2,000, minorities will make up more than half of the state's population. UC Berkeley's graduate schools are failing to keep pace with this change.

Standard Explanations

Campus administrators have several standard explanations for the university's low graduate minority enrollments, the principal one being that the pool of qualified minority applicants is simply too small. This, they say, reflects the failure of our educational system to prepare minorities for advanced study.

Another factor they point to is the tightening economy, which causes minorities to steer clear of traditional academic fields—which they perceive as economic dead ends—and instead choose reliable, lucrative careers in business.

Finally, campus officials say that Berkeley is being beaten in its bid for qualified minority students by the equally prestigious but better endowed private universities like Stanford and Harvard, which are able to offer more attractive financial aid packages. These administrators suspect that the smaller awards and the uncertainties and processing delays inherent in Berkeley's state-financed financial aid system are probably the main reason why the acceptance rate for minority graduate students offered admission to Berkeley is only 50 percent.

No Graduate Affirmative Action Plan

No doubt these factors contribute to the problem, but they are only partial explanations. By emphasizing them, the administration diverts attention from a more serious deficiency: Berkeley lacks a cohesive, systematic plan backed by campus authority to increase the enrollment and retention of underrepresented minority graduate students.

The campus is supposed to have such a plan. In 1981, a measure known as the Chacon amendment (named for its author, Assemblyman Peter Chacon, D-San Diego) was attached to the state budget, requiring the UC systemwide administration and each UC campus to prepare a five-year plan for student affirmative action at the undergraduate and graduate levels. The amendment expressly required each campus to define its own specific goals and produce annual reports documenting its progress toward meeting them. A deadline of April 1, 1983 was set for submission of the completed plans.

Berkeley produced a five-year plan for undergraduate affirmative action and congratulated itself last

"It is up to the University then, it seems to me, to continue our discourse, to take the first step, then a second, and a third, toward change, and join all the wretched on earth in working for a better world."

—Masao Miyoshi

Fall when the figures for the entering freshman class showed increases of 25 to 40 percent among underrepresented minority groups. Apparently the five-year plan was already producing results, just one year after its implementation.

Less remarked was the fact that graduate minority levels remained in their static depression, nearly unchanged except for a continuing decrease of black students and a slight increase for Latinos. Also unadvertised was the fact that Berkeley was the only UC campus that failed to produce a five-year graduate affirmative action plan.

As of this writing (March 1985), the campus still has not produced such a plan, and no one has been assigned to prepare one. Although the Graduate Council, the branch of the Berkeley Academic Senate which oversees graduate education, is currently discussing graduate affirmative action policy for the first time in over two years, the chair of the Council said, "It is not my understanding that we are to produce such a plan."

Without a comprehensive plan backed by the authority and leadership of the chancellor, the graduate deans, and the Graduate Council, graduate affirmative action will continue to flounder in a repetitive cycle of advisory committee studies that periodically rediscover problems, prescribe remedies and formulate polite proposals for the chancellor's consideration, and ultimately fail to produce any action.

Not a True Plan

Although Berkeley never met its obligation to prepare a true affirmative action plan, it did produce a document of sorts in 1981, fulfilling its legal obligation. This "plan," prepared by the Graduate Division, the arm of the campus administration responsible for graduate education, is notable for its frank admission that it is really not a plan; but it is even more provocative for revealing the administration's misunderstanding of its charge from the legislature, and for acknowledging, however obliquely, the central role that the Graduate Council and ultimately the Academic Senate must play if there is to be any concerted affirmative action effort in UC Berkeley's graduate schools.

The "plan" states: "The Graduate Division has opted not to attempt to establish enrollment goals and timetables, a decision which is in keeping with that taken by University Systemwide."

This is an amazing assertion, given the explicit language of the Chacon amendment ("...each UC campus shall identify its objectives and goals for increasing the enrollment and retention of underrepresented ethnic minority students at the undergraduate and graduate levels...and (submit) a schedule of the annual progress reports indicating the University's progress in meeting its Student Affirmative Action goals and objectives.") and the fact that Berkeley's undergraduate five-year plan, which presumably had something to do with the campus' recruiting success in 1984, was based on a system of explicit goals and timetables.

The authors of the "plan" noted that: "...at Berkeley the selection and admission of graduate students is almost solely the prerogative of the departments and schools...It follows, any graduate affirmative action plan which might carry recommendations for major changes in the standard admissions policy would have to have Academic Senate approval."

Since the Academic Senate never conducted any such policy review of graduate affirmative action, the authors of the "plan" openly acknowledged that: "The present document then, is not a programmatic 'plan,' but principally a 'blueprint,' a mapping out of affirmative action activities presently taking place..."

The "plan" soon ceased to be even an accurate blueprint, since several of the programs it listed were subsequently canceled for lack of funding, and only one of the five new initiatives that it reported under consideration was ever implemented.

Autonomy vs Affirmative Action: No Contest

The primary issue illuminated by the "plan" is the operational freedom with which graduate departments conduct their affairs. Such autonomy is common throughout the UC system; but as campus administrators and faculty readily acknowledge, nowhere is this autonomy more pronounced or jealously defended than at Berkeley. Campus graduate policy is the domain of the Berkeley Academic Senate, whose membership includes all tenured faculty, and more particularly, of the Graduate Council.

One consequence of this autonomy is that the inner dynamics of graduate departments remain remarkably stable over time. This stability is clearly evident in the stasis of graduate minority enrollments. Another consequence is that any proposal for change that comes from outside and might alter the status quo is viewed with alarm as a potential threat to that autonomy. Again, graduate affirmative action is a case in point.

In 1982, after a two-year study, the Chancellor's Student Affirmative Action Advisory Committee (SAAAC) issued a set of recommendations for effective graduate affirmative action. The committee proposed a set of new policies and procedures, to be coordinated by the SAAAC or a similar body of chancellor appointees—essentially a task force for affirmative action like the one which has supervised the succesful campus effort to increase undergraduate minority enrollments.

This was the Graduate Council's response: "The Council does not find justification for enlarging the powers and authority of the SAAAC...(to include) monitoring, evaluative and allocative functions.... It is not clear that such a restructuring of functional authority in the university, at the cost of reducing

departmental and program authoriy, overall senate faculty authority, and existing lines of supervision and responsibility under the chancellor, is warranted."

When considered in relation to the campus record on graduate affirmative action, this expression of faculty sentiment—just one of several examples that could be cited—suggests that a majority of Berkeley's tenured faculty regard the underrepresentation of minority graduate students as an acceptable, or regrettably irredeemable, state of affairs. When it comes to making a choice between preserving faculty autonomy inviolate and doing something about persistent minority underrepresentation the faculty stands firm. The results of the past decade of affirmative inaction under faculty autonomy speak for themselves.

It is not difficult to find other indications that graduate affirmative action ranks low on the Senate's list of concerns. The Graduate Council has standing committees on fellowships, lectureships, and the rights of human and animal test subjects, but none on affirmative action. The last time the Council held discussions on affirmative action policy was in 1982, when it rejected the SAAAC recommendations. Nineteen eighty-four was the first year graduate affirmative action was formally included among the criteria to be considered when the Council conducts its periodic evaluation of graduate departments. There have been no departmental reviews conducted yet in which graduate affirmative action has been a "burning issue," said one member of the Council.

Nineteen eighty-four was also the first time the Graduate Council conducted a survey of departmental affirmative action efforts. The survey showed that Berkeley's graduate departments fall evenly into three levels of affirmative action effort. The first level, labeled "passive interest," meant that the department's admissions committee might "take a second look" at minority applicants. The second level, "informal recruiting," designated departments whose own minority students contact minority applicants. The third level, "organized recruiting," applied to the one-third of departments which devoted staff positions or faculty time to graduate affirmative action. The study revealed that, in general, humanities departments have the fewest organized recruiting activities, and professional schools the most.

Faculty Activism: A Lonely Road

The actions of a few individual faculty-members stand out as notable exceptions to the passivity and disinterest in affirmative action manifest in the Academic Senate. In general, the graduate departments with the best graduate affirmative action records (which graduate deans frequently cite as instances of progress) owe their success to the volunteer efforts of minority graduate students and a few concerned facultymembers, not to initiatives emanating from the department, the Graduate Division, or the chancellor's office.

Perhaps the most damaging effect of the disinterest in graduate affirmative action prevailing in the Academic Senate is its inhibiting effect on faculty-members who might be more active in recruiting and encouraging graduate minorities if there were greater institutional support for doing so. If there is one point about affirmative action that campus officials, faculty, and students agree on, it is that, as one graduate dean said, "The personal commitment of a few key faculty members makes the difference." The critical question, the dean said, is: "What rewards can we hold out to faculty to become involved?"

The answer, say faculty activists, is simple: academic promotion leading to tenure. The same reward that faculty receive for research achievement, publication, teaching, and service on campus committees ought to be accorded to faculty active in promoting greater minority participation in graduate education.

Unfortunately, this is not the case at present. As one high-level administrator in the UC president's office remarked, "There are no rewards for fostering affirmative action. You don't get the same kind of recognition as you do for publication or research when you get considered for tenure. Affirmative action is time-consuming and demanding, and does take away from research and publishing."

The administrator also said that untenured minority faculty end up doing most of this unrewarded work, as though it were their personal burden rather than the responsibility of the entire campus to see that minority students advance through the system. Too often, these minority junior faculty don't make tenure, perhaps because of the effort diverted from their research or publishing into affirmative action. When they are obliged to move on, Berkeley's faculty becomes even less racially diverse, offering fewer role models or mentors for upcoming minority students.

The responsibility for this cycle comes back to the faculty establishment, the administrator said. "In most cases the Academic Senate and Council are actively involved in deciding what will and will not be academically rewarded. Quite honestly, there's no doubt that affirmative action is not their high priority."

Proposals: Past and Present

Faculty activists who have suggested ways for the campus to improve its affirmative action record have been astounded by the resistance aroused by their proposals. Reaction could hardly have been more negative had they proposed outright attacks on the institution of faculty autonomy itself.

Much of the controversy has been stirred by suggestions for altering the admissions process, for instituting more thorough data collection, and for

initiating new "mentorship" programs.

Many affirmative action advocates feel strongly that admissions criteria should be broadened to recognize talents that are perhaps not identified by the standardized mass examinations, like the Graduate Record Exam (GRE). Admisssions committees can be tempted to rely on these exams because they are a convenient filter for sorting applicants quickly. However, studies have shown—and the Educational Testing Service has admitted—that for many disciplines, GRE scores are not reliable indicators of a student's future success.

Another common agreement among affirmative action advocates is that reviews of all graduate departments need to be conducted regularly regarding minority applications, acceptance rates, admissions, enrollments, retention, time to graduation, and degrees awarded. This information is necessary, they say, to establish some measure of the success or failure of various affirmative action efforts.

One of their frequent complaints is that methods of data collection often vary from year to year, making long-term trend analysis difficult or impossible.

In some cases, whole categories of relevant information are missing (see chart for examples from the early 1970's), and other figures on record may be completely wrong. For example, some minority students at Berkeley say they know other minority students who continue to be counted on the department rosters long after they have permanently dropped out of their degree programs.

The shortage of reliable data is perhaps most evident when addressing the question graduate minority retention. Campus officials insist that Berkeley does not have a problem keeping its minority graduate students, but when pressed for data to back up this claim, the former chair of the Graduate Council admitted he "had no idea" what data existed. The Graduate Division has also acknowledged that it does not keep records on minority retention.

The Graduate Division does not keep records on minority retention. But a national study conducted in 1981-82 by the Higher Education Research Institute found that the national rate of graduate degree completion for whites is 50.3 percent, 49.8 percent for blacks, 44 percent for Native Americans, and 39.6 percent for Latinos. Minority activists suspect that similar differentials in degree completion exist at Berkeley.

Suggestions to improve graduate minority education through changes in research grant procedures have elicited particularly loud protests from faculty-members who claim the proposals threaten academic freedom and the integrity of research. These protests have been occasioned by proposals that campus researchers seek more funding for assistantships on projects that relate to the study of social inequalities in education, and that more research assistantships for minorities be based on the "mentorship" concept.

Mentorships differ from most assistantships by including contractual obligations requiring a high degree of faculty interaction with research assistants. The objective is to ensure that quality research is not obtained at the expense of a quality educational experience for the graduate assistant, as is too often the case. A three year experimental mentorship program at UC Irvine has conclusively demonstrated superior educational achievement by minority graduates involved in mentorship projects, compared with a control group of minority students of comparable academic histories and disciplines at another UC campus who had the standard research experience.

Irvine's minority graduate enrollment (14.6%) is 35 percent better than Berkeley's. It may be argued that Irvine cannot be meaningfully compared to Berkeley, since it is a much smaller campus with a narrower range of disciplines. But the statistics at UCLA's graduate schools, which are comparable to Berkeley's in size of enrollment and range of disciplines, are in the same range as Irvine's, with 14.2 percent minority graduate students. Clearly, what is being asked of Berkeley is not impossible.

In December 1984, UC Berkeley's Student Affirmative Action Advisory Committee recommended to Chancellor Heyman that the University:

1) Assign the new incoming Dean of the Graduate Division (yet to be selected) the responsibility of supervising the development of a campus graduate affirmative action plan.

2) Require each graduate department to develop its own graduate affirmative action plan.

3) Hire an additional associate dean of the Graduate Division to review and evaluate these departmental plans and monitor their progress.

4) Assign tenured faculty members to the position of graduate minority recruiter in the divisions of natural science, social science, and humanities, giving each one authority and responsibility to develop effective recruitment methods appropriate to their division.

5) Establish a travel fund in the graduate dean's office for use by Berkeley faculty and graduate students conducting minority recruitment efforts.

To date, only the last of these proposals has been implemented. Progress toward attainment of the others, or lack of it, will be a strong indicator of priorities in the Graduate Division, the Academic Senate, and the chancellor's office—and of the likelihood that UC Berkeley will respond to demographic changes and again lead the University of California and the U.S. in extending quality education to all members of society.

Dan Ashby is working on his master's thesis for the Graduate School of Journalism.

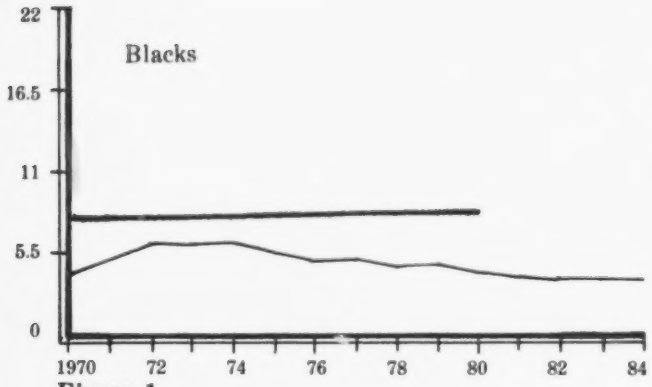


Figure 1

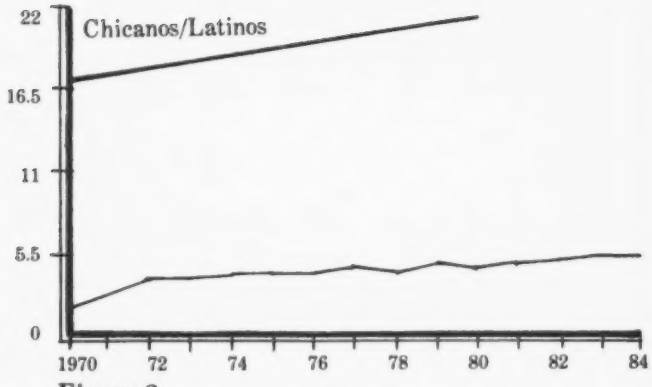


Figure 2

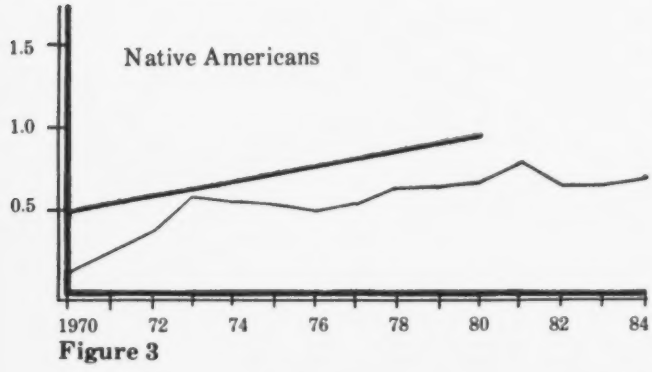


Figure 3

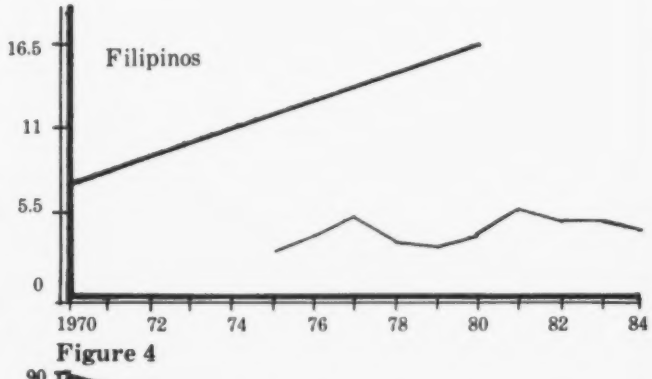


Figure 4

Notes for Figures 1, 2, 3, and 4.

Each of these graphs shows an underrepresented minority group's population as a percentage of the California state population (heavy line), and as a percentage of the domestic graduate student enrollment at UC Berkeley (light line).

- Data on Berkeley graduate enrollments by ethnicity is not available for 1971.
- Ethnic enrollment data for the years 1970-73 is unreliable because a high proportion (10 to 30 percent) of the student respondents declined to state their ethnic identity.
- Filipino enrollment data for the years 1970-74 is not available. Prior to 1975 Filipinos were aggregated with all other Asians.

Data sources: 1970-77 Office of Student Affairs Research, March, 1978; 1976-81 Office of Student Research, Dec. 21, 1981; 1982-84 Office of Student Research, Oct. 24, 1984.

Notes for Figure 5

This chart combines all four underrepresented minorities (Blacks, Latinos, Native Americans and Filipinos) for a group comparison with whites in regard to proportional representation in the California population (heavy lines) and domestic graduate enrollment at UC Berkeley (light lines).

These figures, based on data from the U.S. Census Bureau and the Berkeley Planning department, are adjusted to reflect the generally-accepted estimate that about 20% of those who identify themselves as racially "white," also identify themselves as Latinos, ethnically and culturally.

It is the rapid growth of California's Latino population during the last decade which more than any other factor accounts for the corresponding decrease in the white (i.e. English-speaking, non-Hispanic European descent) proportion of the state's population.

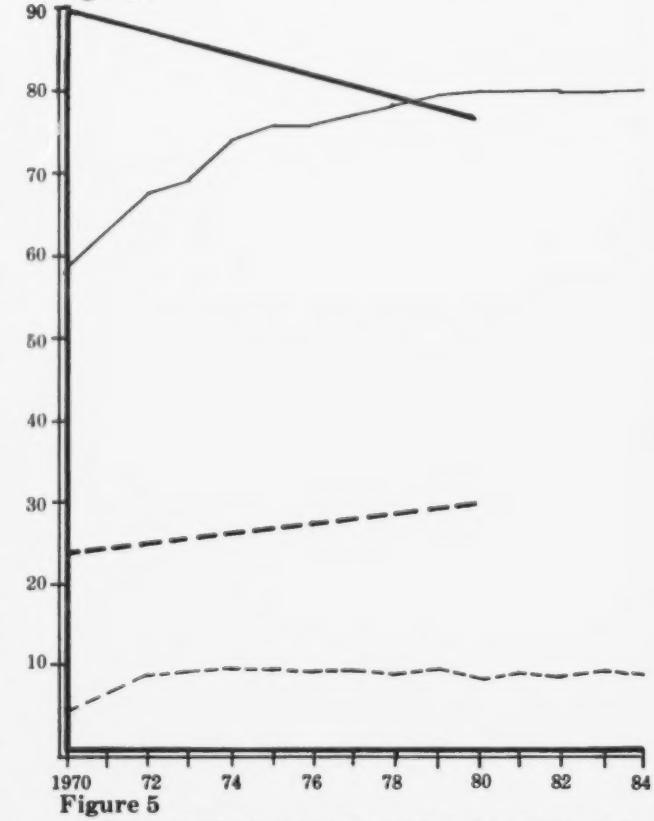
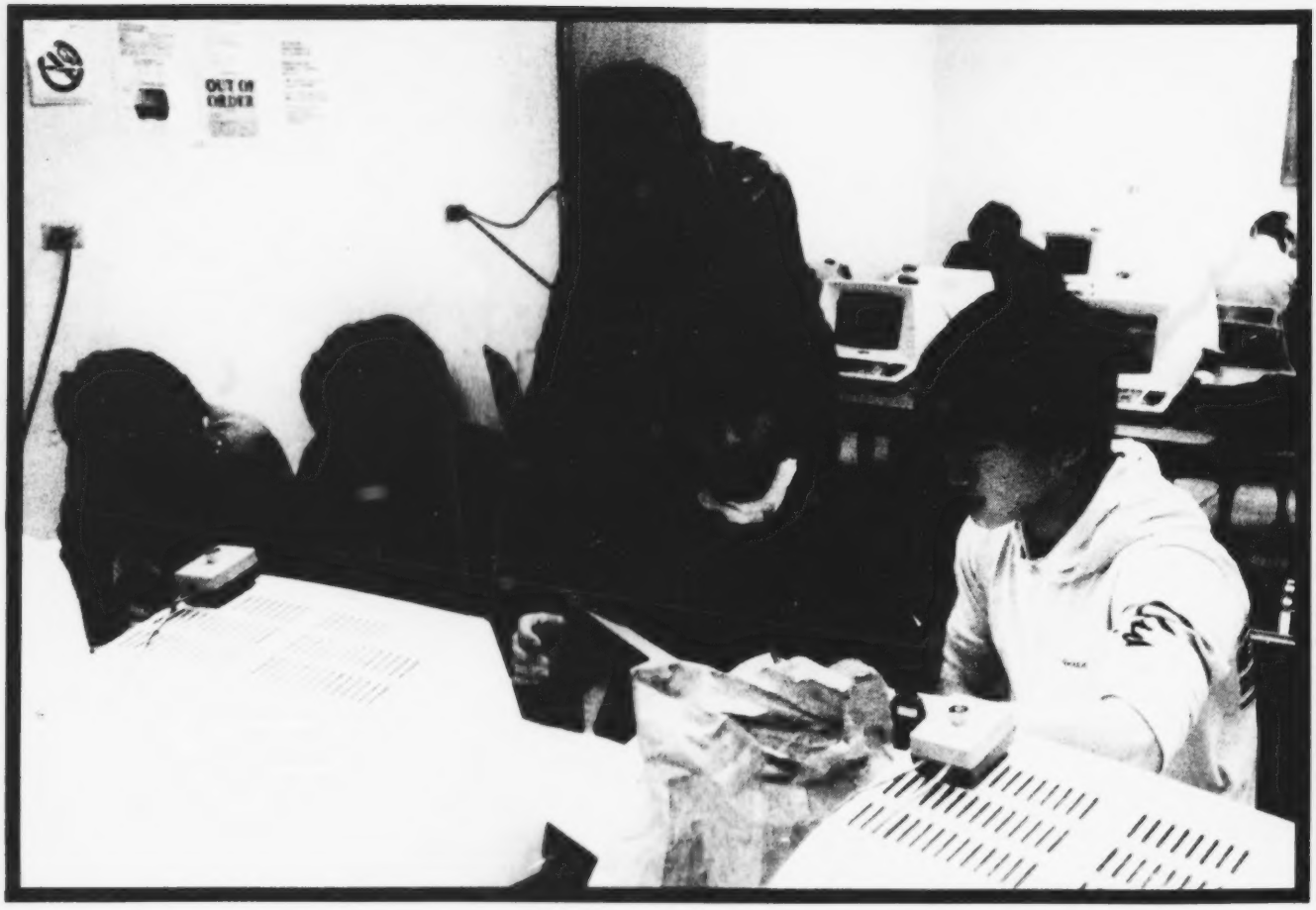


Figure 5

Percentages of California population and UC Berkeley graduate enrollment for whites and for all underrepresented minorities combined.



Why he asks, are there no offerings in Asian American literature? And why are Asian immigrants and their contributions to the nation not mentioned in U.S. history courses?

— Ron Takaki

Asian Americans in Higher Education

By Dan Ashby

Although Asian Americans are not underrepresented in the University of California system, the university recently decided to make some Asian American graduate students eligible for affirmative action aid in an effort to increase the number of Asian American faculty in the humanities and social sciences.

Asian Americans have the highest proportional representation of any ethnic group at UC Berkeley, including whites, and are therefore not considered underrepresented at the university, as are blacks, Latinos, Native Americans, and Filipinos. Asian Americans make up about 6 percent of California's population and 7.7 percent of campus graduate enrollment.

The figure of six percent is used as a "rough rule of thumb" in assessing Asian American representation in Berkeley's graduate departments, said Associate Graduate Dean Clara Sue Kidwell.

Applying the six percent test to the Fall 1984 enrollment roster shows that Asian Americans are overrepresented in 31 out of 122 departments, underrepresented in 89, and entirely absent from 33.

For example, Asian American graduate students make up 17 percent of the enrollment in Berkeley's nuclear engineering program and 15 percent in EECS (Electronic Engineering and Computer Science) but only 2.5 percent in English, 2.4 percent in music, and 1.8 percent in history.

The seven disciplines with the greatest concentrations of Asian American students at UC Berkeley are all either applied sciences or professions, which suggests that Asian Americans, like other members of minority groups are choosing careers with high pay and opportunity for rapid advancement, probably in response to familial expectations and the aspiration for upward mobility typical of immigrant classes in American society.

But unlike other minorities, who tend to gravitate to the professions, Asian Americans heavily favor the applied sciences. The three departments with both the largest number and highest percentage of Asian American students are all applied sciences—EECS, Civil Engineering, and Mechanical Engineering.

Many explanations have been advanced to account for this. Perhaps the most plausible is that a formidable language barrier discourages Asian Americans, especially recent immigrants, from pursuing disciplines that require sophisticated verbal skills; in contrast, the mathematical language of technology is universal.

There is also a prevailing notion that Asians are especially gifted in quantitative reasoning, a notion that may have persuaded many guidance counselors, as well as Asian Americans themselves that they are best suited for technical pursuits. Finally, many of today's Asian American graduate students are simply following in the footsteps of their parents, members of the Asian technical professional classes who began emigrating to the U.S. in large numbers shortly after the Korean war.

Ron Takaki, professor of Asian American studies and the founder of the ethnic studies graduate program, said the scarcity of Asian American faculty in the humanities and social sciences is one of Berkeley's most glaring deficiencies. "There are no role models for Asian American students in history, economics, political science, or sociology," he said. "And there is only one Asian American faculty member in anthropology. These are important areas."

Takaki said the problem is not one of recent development: "In 1961 the Berkeley history department was all white. Today it is still all white."

The lack of courses treating the Asian American experience outside ethnic studies and Asian American studies also strikes Takaki as educational negligence. Why he asks, are there no offerings in Asian American literature? And why are Asian immigrants and their contributions to the nation not mentioned in U.S. history courses? Takaki believes these curricular omissions and the lack of faculty role models have a negative efect on Asian American students: "It's as if the Asian American experience is still not considered an important area of study," he said. "There are no resources provided to allow them to satisfy this interest and need."

In June the UC Systemwide Advisory Commitees for the UC President's Fellowship Program and the Graduate and Professional Students Affirmative Action Program, which each distribute $500,000 annually in affirmative action financial aid, developed new guidelines granting eligibility to Asian American students in disciplines with an underrepresentation of Asian American faculty.

"We're looking at the availability of PhDs. This is the pool of people from which to draw UC faculty," said Doris Fine, an administrative analyst for faculty development and affirmative action. Because the University of California recruits faculty throughout the nation, it will look at the availability of Asian American faculty in the United States, not just in California, Fine said.

Women of Color

By Gloria Cuádraz

Twenty years after the height of the civil rights movement, the number of women of color in graduate and professional programs at UC Berkeley remains at a critical low.

We are the targets of sexual and racial discrimination, a fact that is rarely acknowledged. Before 1979 there were no enrollment and graduation statistics on women of color. We were counted twice for affirmative action purposes—under our respective ethnic categories and as women—but essentially ignored. This failure to distinguish between women of color and men of color, and between women of color and white women effectively hid the extent of our underrepresentation.

White women now make up 33 percent of the campus graduate population, and men of color make up 10 percent. Both groups have made significant strides in the past 20 years while women of color, who struggle against sexual and racial barriers have made little progress. American Indian, Black, Chicana/Latina, Filipina, and Asian American women make up about 18 percent of California's population, but only 6 percent of campus graduate enrollment.

The underrepresentation of women of color in the faculty of the university is even more acute. There are 1,586 ladder-ranked faculty positions at UC Berkeley. Women of color hold 20 of these positions, white women 175, men of color 131, and white men hold 1,260.

Changes In the Right Direction

Several organizations have begun to specifically address the issues of women of color. A group of graduate women from various departments formed *The Berkeley Women of Color* in the spring of 1983. Organized in response to the absence of women of color in relevant literature used in courses taught at the university, this academic support group now produces a newsletter out of the Institute for the Study of Social Change. Copies of "The Berkeley Women of Color" newsletter appear once a semester and can be obtained at the Women's Center Library.

During the 1984-85 academic year, a course entitled, "Empowering Ethnic Minority Women: Issues and Actions in Affirmative Action" was sponsored by Unitas, a campus ministry program at UC Berkeley with a history of activism on social justice concerns. With the co-sponsorship of the Sociology and Ethnic Studies departments, students were able to receive university credits for enrolling in the course. Both undergraduate and graduate students became familiar with the history of affirmative action policy and legislation, as well as its implementation on the Berkeley campus.

The course provided the impetus for the creation of *Women of Color in Unity*, a group of campus and community women, and the one-day "Empowering Women of Color" conference held in the spring of 1985. The conference addressed the need to construct a feminism more suited to our experiences as women of color, our role in education and the challenges we present to academic institutions, building a bridge between our academic experience and our communities, and building a strong political and social support network for women of color.

Another positive development is the change in university-wide statistics to include women of color as a new category, a change that should lead to new policies and special programs to address the needs of women of color.

As we continue in our efforts to improve the representation of women of color in the University of California and other educational institutions, it is our hope that our specific concerns will be given special attention by those in policy-making decisions.

"As Third World women we are pressured to be better than white men and women, to 'overcome' our minority status. Alone, these pressures can overwhelm us. With supportive peer groups and understanding mentors we can grow and flourish."

—Angie Fa

Minority Graduate Students in Teaching: The Berkeley TA Experience

By ROBBY COHEN and GLORIA CUADRAZ

More than half of the lower division instruction at the University of California is done by teaching assistants; TAs play a critical role in undergraduate education. The TA is both a teacher of undergraduates and a student at one of the nation's most competitive graduate schools. Once they adjust to the time pressures, most TAs find their jobs professionally and economically rewarding.

TAing offers graduate students valuable work experience and intellectual stimulation. It is also one of the better ways to put yourself through graduate school. TAships pay between $800 and $900 a month and are considered half-time positions requiring approximately 20 hours of work per week. Depending on how many students you have, this number will vary. For most TAs, 30 hours per week is a more realistic estimate.

If you are interested in teaching, TAing can provide invaluable experience. Though TA duties vary from one academic department to the next, TAs engage in almost all of the teaching functions of faculty: facilitating discussions, lecturing, grading, leading lab sections and advising undergraduates. Although overcoming the initial jitters brought on by making that strange transition between student and teacher isn't easy, the anxiety and hard work pay off as the TA finds s/he is learning to teach effectively.

The Graduate Assembly, located in Anthony Hall, houses the **TA Training Project**, a training program run by graduate students for new and continuing TAs. The project holds an annual training conference at the beginning of the fall semester and sponsors workshops on a variety of topics throughout the year. In 1985, TA training workshops included:

—Discussion Sections: How to make them work, with advice on preparing for your first class
—Sexism in the Classroom: An overview of the problem and strategies TAs can adopt to foster a non-sexist learning environment
—Grading Papers in the Humanities
—Race and Education at UC Berkeley: The minority TA's perspective
—Teaching Students How to Write

Shattering Isolation and Stereotypes

Working as a TA can help break down the isolation minority graduate students in a predominantly white campus experience.

"TAing helps the minority graduate student become more integrated and feel a part of the academic community within her or his department," said one TA. "As a TA you work closely with faculty members and begin to work somewhat as colleagues. Since you're engaged in the common task of teaching, it increases your contact with both faculty and other TAs, which is a real plus."

Unfortunately, because of the serious underrepresentation of minorities in Berkeley's graduate programs and faculty, UC Berkeley undergraduates rarely encounter minority instructors. This means the minority TA has special problems and responsibilities.

"Most students have no idea what it means to be a minority TA in a school that is 90 percent white. I educate them," said a TA in sociology. "I feel it is my responsibility to combat their ignorance on racial issues. They got a little bonus when they got me as a

TA. How many other women of color have they had as teachers?"

Simply by occupying a position of authority as a teacher, the minority TA challenges racial stereotypes. You may find that some students find it hard to shed racial prejudices. Your encounters with these students are likely to prove illuminating for your students, but they may also be painful, awkward, and tense for everyone involved.

"Some white students clearly have difficulty believing that a minority instructor is more intellectually advanced than they are. These students tend to challenge your command of the course material," said a TA in public health. He convinces skeptical students to surrender their prejudices by coming to class extremely well prepared and repeatedly impressing them with his expertise. He warns, however, that if minority TAs are not careful, they may end up overpreparing and speaking over the heads of their students. Overpreparing can also burn out TAs to the point where they lack time and energy for their own course work. "You try your best, but you have to realize that you can't win everyone over, particularly if the prejudices are deeply entrenched."

One TA recalled feeling shocked and angry when, at the end of the last class meeting, one student quipped, "I'm so glad I'm a white male and am not oppressed." Another TA still remembers one student telling her, "One thing that gets me sick is all these minorities getting admitted to Cal and keeping out qualified white students."

What is the proper response to such remarks? There is no simple answer. One TA suggests, "when dealing with white middle class students you've got to be blunt. Don't let them get away with racist, sexist, or classist remarks. Call them on it. I say to the class 'this is an important issue, so let's take time to discuss it.' And then I give them the facts, the historical background, to let them see the flaws in prejudiced arguments and assumptions concerning people of color in the United States."

Popular misconceptions of affirmative action can cause other problems. Students who assume that minority TAs were admitted through the "lower" standards of special admissions programs will expect minority TAs to have low expectations for their work. TAs who have encountered this problem say it can best be handled by making one's high standards explicit—preferably in writing—at the start of the semester. This and the poor grades students receive if they cling to an erroneous view of your expectations will eventually show even the most presumptuous student that a TA's race has no bearing on the academic standards s/he upholds.

Despite these problems, all the minority TAs interviewed agreed that teaching at Berkeley can be both enjoyable and illuminating and recommended it highly. As one TA put it, TAing "is important for graduate students hoping to establish themselves in academia. It provides us with an opportunity to express ourselves, and teach and evaluate undergraduates. And because you can TA in different specializations it can give you a more rounded view of your discipline."

Getting a TAship

TA hiring procedures and policies vary by department so you should ask your graduate secretary how to go about obtaining a TAship. Most departments accept applications only once a year so you should apply in the spring in order to teach the following academic year. Don't be shy about asking. Though your academic performance will affect your chances of being hired, you should not assume that you will automatically be assigned a TAship if you do excellent graduate work. Some departments—particularly in the social sciences and humanities—have more TAships than applicants. Ask faculty or your department's graduate secretary about the availability of TAships in your department.

Other steps that will help you get a TAship are:

Plan ahead. Find out if there is a formal TA application process in your department and submit your application on time. Because of their hectic schedules, graduate students are notorious for missing application deadlines. In this case it could be a costly oversight.

Follow up. If you are not hired the first time, don't give up. Let the TA allocation committee, the graduate secretary, and faculty know of your continuing interest in teaching. Enrollments are unpredictable at Berkeley, and it is not uncommon for a department to respond to unexpectably large classes by hiring new or alternate TAs during the first week of class. So if you get a letter telling you that you are on the TA alternate list, don't rip it up or assume that the department is just being polite about rejecting your application.

Look around. If TA jobs are unavailable in your department, try other departments. Many departments—particularly in the sciences—regularly hire students from other departments. Be sure to explore these possibilities.

If absolutely no TAships are available and you still desire instructional work, you might look into readerships and tutor jobs. Though these jobs are less intellectually and financially rewarding than the TAship, they provide good instructional experience, which may help you the next time you apply for a TAship.

Gloria Cuadraz is a graduate student in sociology and recently won the department's outstanding assistant teaching award. Robby Cohen, coordinator of the Graduate Assembly's TA Training Project, is a graduate student in history.

How You Can Be Part of the Solution

By Pedro Noguera and Howie Pinderhughes

UC Berkeley's graduate schools place a high premium on intellectual detachment; objectivity, neutrality, and dispassionate analysis are more valuable than the application of knowledge, or so we are told. There are exceptions, such as public health, social welfare, and sociology, which attempt to link study to application, but even in those fields the extent to which this is emphasized depends upon whether or not professors value this approach. Most UC Berkeley professors, unfortunately, do not.

It is little wonder, then, that so few graduate students become involved in political activities. You don't have to look far to find graduate students discussing pressing contemporary political and social issues in cafes and bars, but don't expect to find them at meetings or rallies that attempt to address those issues. The university doesn't simply educate students; it also socializes and assimilates them into the dominant culture and ideology in the United States.

A critical examination of society and social problems is noticeably absent from our education, which consists largely of training designed to impart technical skills, and the study of past and present research, all of which is designed to help one find his/her niche in the field and claim to be a specialist. As a result, after graduation we are more concerned with financial security and professional success than with effecting social change.

Internationally, a phenomenon known as the "brain drain" has resulted in Third World intellectuals and technicians leaving their homes to relocate in industrialized Western societies, where they will be paid more for their services. This phenomenon also takes place in the United States, where the very process of becoming educated isolates and alienates Black, Latino, Asian, and Native American intellectuals from their communities. After graduation, the separation becomes permanent as career advancement and a place in the suburbs become more important.

But for us to ignore our responsibility to our communities is to ignore reality. Many of us would not be here if it were not for the civil rights movement, which forced the university to open its doors to us. It took political pressure from minority students and communities to force the university to increase minority graduate enrollments in the early 60's, enrollment levels that have remained stable even though California's minority population has increased by more than 25 percent since then. There is no indication that we became smarter in the early 60's or less intelligent as our numbers increased.

There is every indication that affirmative action is crucial to our success. It takes more than talent and determination for minorities to enter and graduate from the university in numbers proportional to their representation in the state. Many of us must overcome culturally-biased standardized tests, poor academic preparation from inner-city schools, having to learn English as our second language, poverty, and discrimination. There are still too few of us in graduate school, and fewer still in the faculty. And even as we continue to increase in number—by the year 2000 minorities will make up half of the state's population—the forces of reaction are chipping away at the university's commitment to affirmative action, which was never very strong to begin with.

We would be ill-advised to rely on the kindness of strangers, a scarce commodity at best. It took the Civil War to free the slaves; it took the civil rights movement to cleanse America of its most outrageous forms of discrimination; it took the Third World Strike, which

"Historically specific political crises and protest movements, not benevolence, brought us to academia."

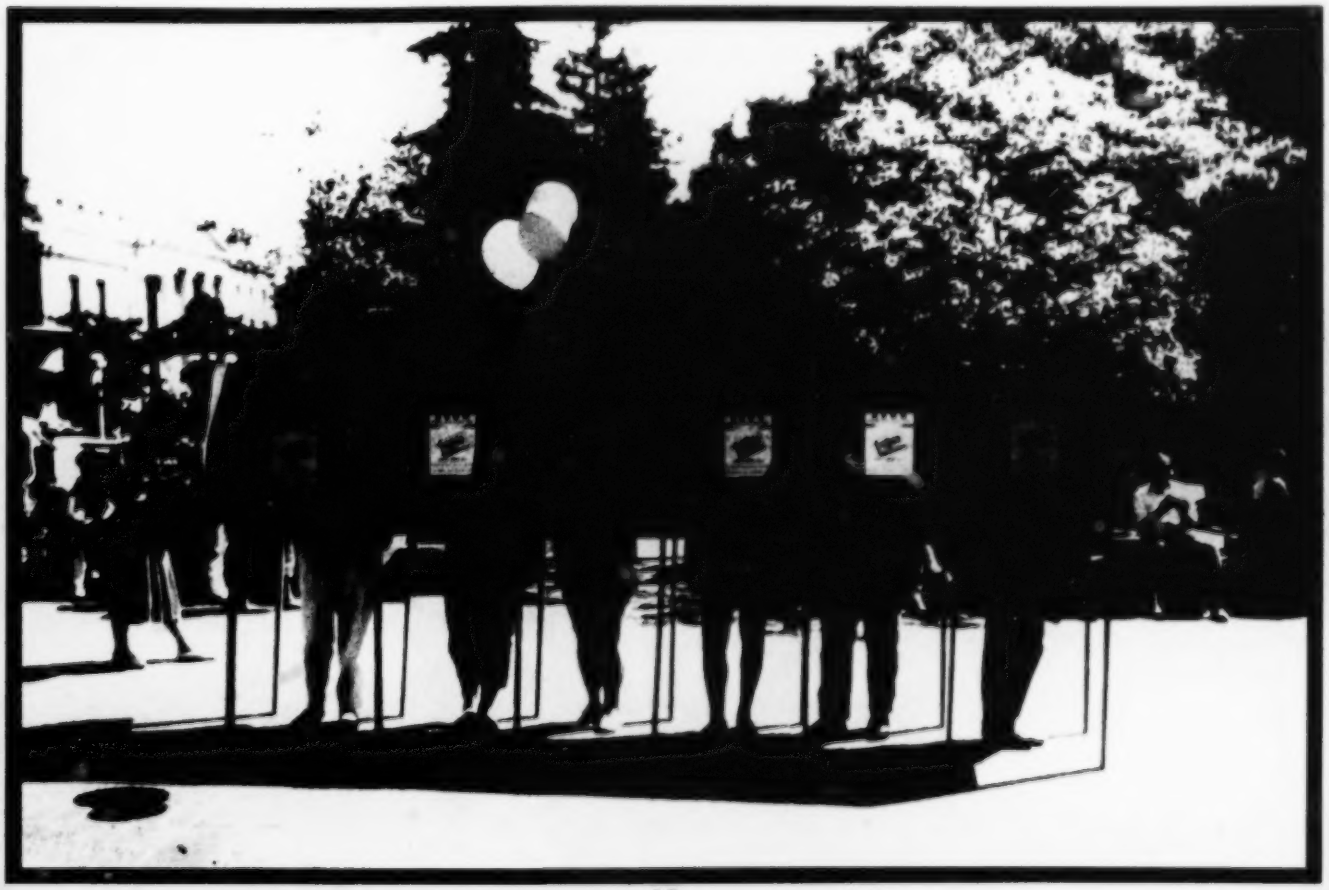
—Jon Cruz

closed the university for one semester, to get the university to establish ethnic studies departments. What progress we have made we have won after determined struggles. We are not without allies, progressive whites who realize that equality benefits all, and injustice, in the long run, corrupts those who profit from it as much as it injures its victims. But we cannot expect others to do our work. Not one of us will graduate without feeling the sting of racial insensitivity or outright discrimination. The answer to this is not to internalize injuries but to realize why we are injured and to do something about it.

Racism affects you as an individual, but it is not directed at you specifically, it affects you because you are a member of a group. Accordingly, it must be resisted through collective action. You may feel helpless before the weight of hundreds of years of racism, but with the help of others, you can lighten that load and reap other benefits. Perhaps the biggest problem minority graduate students experience is isolation and alienation. Political participation can help you make friends and join a support system. Most importantly, it will keep you from feeling helpless, becoming cynical or bitter, and losing touch with your culture.

Third World students at UC Berkeley have a tradition of being on the cutting edge of social change, challenging discriminatory admissions standards and hiring practices, and working for a more diverse cultural environment. Not everyone contributes in the same way, and no one is expected to neglect his/her education. Some serve on admissions committees in their departments, others help plan demonstrations and events, still others join student organizations such as the African Graduate Students Association, MEChA, the Asian Student Union, the Intertribal Council, or Women of Color in Unity. Your options are as varied as the issues that affect our communities; you may want to check them out while concentrating on your studies during your first year, then participate to the extent that your free time and conscience dictate.

Pedro Noguera is the former chair of the graduate assembly and current student body president. He and Howie Pinderhughes are sociology graduate students.



The Foreign Student Perspective

By Stephen Small

Though foreign students can run into many problems, some are less severe and can be avoided with a little planning.

Prior to being admitted to UC Berkeley, foreign students will have received information on common problems and the ways in which they can be resolved; official brochures, pamphlets, and information packets contain a wealth of information. The Advisers to Foreign Students and Scholars (AFSS), located in International House, are very helpful and provide a comprehensive information packet which the student should have received shortly after arriving in Berkeley. Other sources of information include the Office of Admissions and Records in 120 Sproul Hall, the student's department, and the Graduate Assembly in Anthony Hall.

Information Sources

Some students will have visited the United States before and even spent some time in Berkeley surveying the facilities and clarifying issues not fully explained in official documents. Other students may never have visited the campus before and had to rely on official information which is sometimes riddled with ambiguities and gaps. These students must seek other sources of information. It is a common maxim that underlying formal rules and regulations are informal practices and procedures without which bureaucracies could not function. These informal procedures allow the student some flexibility in maneuvering through the university maze. The strength of such procedures varies from place to place and the onus lies with the student to ascertain the extent to which deviations from rules will be condoned or encouraged. Such information can be deduced by reading between the lines of official documents, by holding informal discussions with university officials and student groups, and by talking to fellow foreign students. Talking to students from one's own country should prove particularly helpful.

You should seek information from both formal and informal sources and use your own judgement to decide whom to believe. It is always good to know what the official position is because, in the end, that is the one you must deal with. But you should not restrict yourself to information from formal sources. You don't want to close off your options prematurely. Sometimes official sources will suggest options that are more rigid than is actually the case. On the other hand, informal sources may stimulate false hope or lead you astray. Get both perspectives, but use your own judgement.

Contact Student Groups

I had the good fortune to come into contact with several officers of the Graduate Assembly shortly after my arrival at UC Berkeley. I received a warm reception and was offered information and advice in a very congenial atmosphere. The GA works assiduously on behalf of all graduate students and has graduate student representatives from every university department. The GA is particularly sensitive to problems confronting foreign students. I attended campaign meetings, academic and political discussions, wine and cheese recep-tions, and discussed a wide range of topics with the many students present at these events. The GA offers extensive information and many advice sheets, and has notice boards listing events, courses, and student groups. The minority and foreign student presence is noticeably high, and it gave me much vigor and confidence to see such students working collectively to promote the interests of the student body.

Financial Assistance

Foreign students pay tuition costs substantially higher than California residents. Extensive documentation of the student's sources of funds must be provided before a student is accepted at UC Berkeley, or allowed to enter the United States. If the student's funds are provided by a home government or other agency for the full duration of his studies problems are unlikely to arise. But if funds are provided for only part of the students's studies or if promised funds do not materialize, the student will find him/herself in a precarious position.

If this happens there are a number of sources you can turn to, if only for temporary or emergency support. Full documentation of such sources will be found in the information package provided by AFSS. For those facing problems of a longer term, most departments have a financial aid officer who can provide information specifically for foreign students. It is in the interest of foreign students to become familiar with all possible sources of financial support early. Read the eligibility and repayment requirements carefully and heed the application deadlines.

Though foreign students face many potential problems, they are not alone and can turn to many sources for information, help, and advice. Make an effort to contact these sources early, before problems become overwhelming, don't be disheartened by the bureaucracy, and make a special effort to consult those who are naturally your colleagues and friends.

Stephen Small is a graduate student in Sociology.

Departmental Relations: Cast of Characters

By Nestor Gonzales

It is very important that you get to know all the characters in your department and the roles they play:

Faculty. Professors are the true citizens of the academic community. It is your responsibility to interact with them, since they tend to be very busy. Let them know what your interests are, and how they can help you. They will teach you, but your minority perspective gives something you can teach them.

The Graduate Secretary. This person is a focal point in your department. S/he processes admissions and fellowships applications, serve as a liaison between students, faculty, and the administration, and handle the details of registration and petitions, changes in study lists, and special requests. It is wise to develop a good relationship with your graduate secretary. Since s/he tends to be overworked, you might offer a few hours of help. In those few hours you may make a friend who will watch out for your interests.

Support Staff. Do not make the mistake of underestimating the importance of your department's clerks and secretaries. They often know the ins and outs of the department better than the faculty and can be very supportive behind the scenes. Get to know them. They can be invaluable allies.

You. As a graduate student, you are a younger peer in the academic profession. You are a student and an educator. As a minority student, you have a unique perspective. Your participation in discussions, office hours, and social events educates others and will develop a more supportive atmosphere for future minority students.

Classmates. You can learn more from your fellow students than from any class or book. Do not neglect this most valuable resource by waiting for friendships to happen. Make them happen—say hello, shake hands, have breakfast, have lunch, hang out, or form a study group. Student lists are available from your graduate secretary and funds are sometimes available

from your department for social activities.

Relations with Peers. Take the initiative and form a study group with new minority students and others. Study groups improve academic performance and help build support networks. I always find it most productive to study with other students after I have completed most of the hard work, reading, researching, synthesizing, and writing. Those are the lonely hours, but after that comes the fun part—discussing, arguing, and challenging your study group to reach a higher level of understanding.

Try to introduce new students to your friends. It can get lonely around this place if you are new and don't know many people, especially if you don't know anybody who shares your color, background, or world view. You may want to throw a pot-luck party at your house, or in your department lounge so the students you want to work with have a chance to break the ice.

I grew up in an ethnically diverse ghetto in New York, and in my short life I have seen the waste and destruction of brilliant minds that could have made great contributions to society. Most of these people just didn't fit into the system, or weren't lucky enough to find a niche to grow in. We at Berkeley can offer leadership, but it can only happen if we refuse to be coopted and work to help our brothers and sisters. Salud.

Relations with Faculty

By Zita Nunes

The first thing you should do after arriving at Berkeley is meet your graduate adviser. S/he will help you decide which courses to take and help you design a timetable for your program. Graduate advisers approve class schedules, credit transfers, and temporary withdrawals, and write letters of recommendation. Come your first meeting prepared to answer questions about your goals and interests. While no one expects you to have everything worked out, having a clear idea of what you want to do and why will make your adviser take your proposed program of study seriously.

A graduate student in sociology told me that when she came to Berkeley she thought the rules regarding requirements were written in stone, only to discover that exceptions are made frequently. Your adviser has the power to waive any required course and to accept credits for coursework done at other universities. S/he can also require that you take additional courses if s/he thinks they would help. Before your first meeting you should go over your transcript and the list of required courses for your department so you can discuss waivers with your adviser.

It's a good idea to take a course from your adviser during your first year if you think you can do well in it. Since fellowship and job applications will require a letter from your adviser, his/her familiarity with your work will make for a better recommendation. S/he can also "make or break you" if you get into an awkward situation so it's a good idea to let him/her get to know you.

Professors take an interest in you to the extent that they know you. Start networking as early as possible. Many students never meet professors and students in other departments with whom they may share many interests. A little initiative here can go a long way. Seek out professors in other departments for advice, instruction, or encouragement. You should also know that you can register for many classes at Stanford. Contact your graduate secretary for more information.

Though it may feel flattering to be included, it is wise to avoid departmental gossip. As a new student you are at a disadvantage. You don't know the rules of the game or who is playing. Exercise some discretion. Avoid asking a professor to comment directly on a colleague. Some will, expecting you to keep the judgement to yourself. Most, however, will not. It is wiser to ask students who have taken a professor's course about his/her teaching style, personality, approach to the material, and accessibility. But don't take one person's word as gospel. It is best to make your own judgements based on how faculty deal with you.

You will find that the nature of your interactions with professors as a graduate student is very different from when you were an undergraduate. You are now a younger peer in the academic profession and your work will be evaluated by different standards. There are competing schools of thought in many disciplines and your work may support some assumptions and challenge others. Occasionally you will encounter rivalries between professors, friendly or otherwise. Navigate political waters wisely. If you have trouble in a class or with a professor do something about it. Discuss the problem with the professor first. If it cannot be resolved and it begins to affect your studies, there is a grievance process that can be initiated through your department chair.

Above all, be assertive. If a student has respect for him- or herself, professors will pick up on it and return that respect. Vulnerability is something you should show only to people you can trust. You will have to have a lot of determination and be willing to take a stand in order to receive the kind of education you expected when you came to Berkeley. Do not allow yourself to be manipulated into an area of study you do not find interesting. Best of luck in your endeavors.

"Berkeley is intellectually, politically, and culturally rich; there is a wealth of activities here, and curiosity and openness. Take advantage of it."

—Barbara Christian

Cultural Diversity in the Bay Area

By Jose Novoa

If you are new to the Bay Area, you'll probably be surprised by the cultural diversity of your new home, a region with long-established Black, Latino, and Asian communities. Cultural diversity is like the pattern on a brightly-colored tapestry: You have to take in the whole picture to appreciate it, and those who look harder see more. And every new arrival adds a thread; you yourself represent a change in the pattern.

The Association of Bay Area Governments estimates that the more than five million people in the nine counties that make up the San Francisco Bay Area include a half-million blacks, a quarter-million Latinos, almost 200,000 Asians, and close to 150,000 Filipinos. You'll find a rich and subtle blend of cultures here, and a sophisticated appreciation of diversity.

La Pena Cultural Center, located at 3105 Shattuck Avenue in Berkeley, has been a focal point for organizing around Latin American issues since its inception ten years ago. Though its strength is Latin American culture, La Pena tries to be a multi-cultural center. It is open Tuesday night through Sunday night and hosts frequent musical performances, poetry readings, films, videos, and slideshows. On Saturday nights the center holds dances featuring salsa, reggae, or West African music. It also sponsors community benefits, operates a gift shop, and runs a Latin American restaurant featuring live music during dinner hours.

Ohana, located at 4345 Telegraph Avenue in Oakland, is the newest Asian cultural center in the East Bay. Ohana holds poetry readings and musical dance performances in the evening, works closely with community groups, and sponsors classes with Asian themes, such as Japanese flower arranging. The center also manages a restaurant featuring Japanese, Chinese, Filipino, and Korean cuisine, and displays the work of local Asian American artists.

The American Indian Center, located at 255 Valencia Street in San Francisco, serves the needs of Native Americans. These centers are useful tools for tapping the cultural wealth of the Bay Area, for getting in touch with your roots or someone else's.

Even eating can be a cultural experience in an area with hundreds of restaurants offering many kinds of food. There are some very good Chinese restaurants on Shattuck and University Avenues in Berkeley, and dozens more in San Francisco's Chinatown—a good place, incidentally, to spend an afternoon. You can also find good sushi restaurants in Berkeley and in San Francisco's Japantown, which holds an annual Cherry Blossom Festival in April. Berkeley also has some good Latin American restaurants, but for the real thing you'll have to visit San Francisco's Mission District.

If you like dancing there are plenty of good restaurant/bars to choose from. *La Fuente*, located at 2 Embarcadero Center in San Francisco, is a good place to meet people on Saturday nights, when it features a Latin disco with a salsa beat, and *Ivey's*, at 380 Embarcadero West in Oakland, also features Latin American dance music. Or you can boogie to the beat of rhythm and blues in Oakland at *Eli's Mile High Club*, 3629 Grove Street, or *Big Daddy's Goodeats*, 3655 Piedmont Avenue.

Ashkenaz Music and Dance Cafe, at 1317 San Pablo Avenue, features rhythm and blues, African music, and reggae. The *Berkeley Square* and *Ruthie's Inn* in Berkeley also hire good reggae bands occasionally, but usually feature New Wave bands. There are many New Wave clubs in San Francisco, the most popular being the *I-Beam* at 1748 Haight.

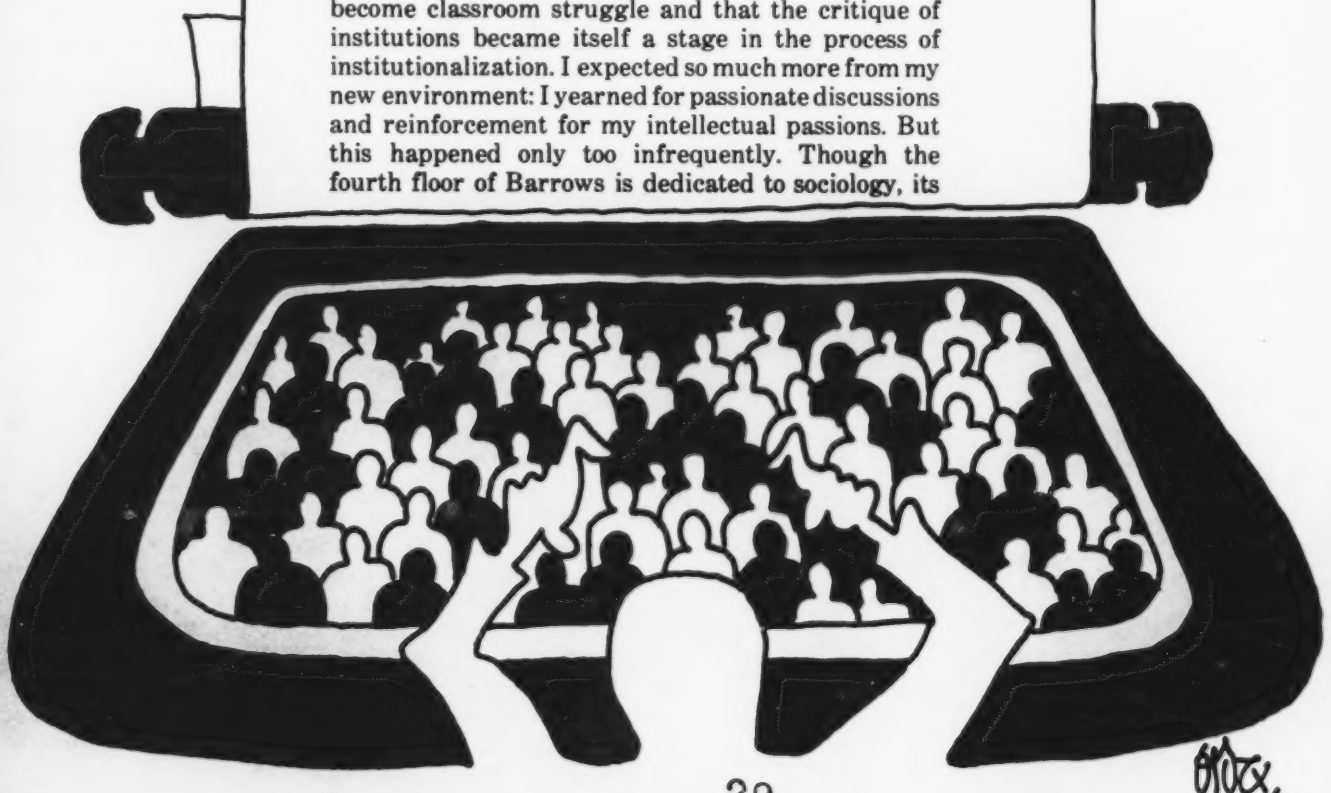
If you just want a break from the academic grind, you're sure to find a lively crowd at Lake Merritt in Oakland during the weekend. And for a quiet afternoon it's hard to beat Tilden Park or the university-owned Botannical Gardens. The garden has plants from every continent, including many you never knew existed, a vast collection of cacti, a greenhouse full of exotic orchids, and plenty of birds, squirrels, and sunshine. The sunshine alone is worth the trip.

Student Perspectives

JON CRUZ
Sociology

I came to graduate school after three-and-a-half years of community organizing work in the Seattle/Tacoma area. Having come of age in the late 60's, in the smoldering ruins of what was once a vibrant "new left," I, like many my age, thought I heard a battle cry. But when we hit the fields, the troops had scattered, smoke obscured the terrain, and the ground on which we stood was becoming less recognizable. The limited gains of cultural nationalism gave minorities defensive identities but destroyed solidarity between minority groups. I found the social and health service organizing issues about the only viable issues in the early 70's—what else was there but scattered lives and visions? But by 1975 community organizing seemed increasingly defensive work attempting to hold ground and failing. I remember my brother's short reprieve from Viet Nam: he called it "R and R." Graduate school was going to be my "R and R." I didn't want to get "disciplined." I wanted room to breathe.

As I began my first semester of graduate school, it quickly became apparent that the "class struggle" had become classroom struggle and that the critique of institutions became itself a stage in the process of institutionalization. I expected so much more from my new environment: I yearned for passionate discussions and reinforcement for my intellectual passions. But this happened only too infrequently. Though the fourth floor of Barrows is dedicated to sociology, its



environment thwarts any kind of social atmosphere. And minority students encounter a double estrangement. Graduate school—and this is especially true for women and people of color—is for many a kind of killing floor where we struggle for the preservation of the self.

The advantages and disadvantages of being a minority graduate student frequently seem interchangeable. Yes, there is the advantage of having refined, cultivated, and extra-sensitive perceptions developed by being aware of and coming to grips with the limitations of the "dominant society" (our fondest analytic object). But this extra cognitive baggage sometimes becomes an albatross. The uneasiness of having one's guard up and down at the same time seems to lead to various projects of defensive pride, a pride—and with it enormous intellectual energies—that would not be needed in a society not marked by subtle racial and cultural orders.

Minorities, to do their best, must cultivate support systems. These are often strong friendships, not clubs or pseudo-study groups. Support groups have been, at least for me, most difficult to find. But friends and those few faculty members who have the strength to meet you on both a professional-critical and genuinely supportive level must be sought out and cultivated. There is no formula for this: one must deliberately pursue and accidentally stumble into such relationships. I envy other third world students, especially Blacks, Chicanos, Asians, and Native Americans, whose numbers on campus allow them some cultural and historical camaraderie. But for Pacific Islanders, networking is still dismal. I have not met another Filipino social science graduate student in my entire career at Berkeley. We can probably be counted on the fingers of one hand.

There are great dangers for minority students. If we do not create a support network we can expect the certain debilitation, not easily recognized, that comes from isolation, self-doubt, and creeping intellectual paralysis. Historically specific political crises and protest movements, not benevolence, brought us to academia. I look back to recall the faces of the many who did not make it. I look forward now with more discomfort as I see the doors close behind me. A career means nothing without historical memory. And an axe to grind.

TERESA CÓRDOVA
Sociology

It is impossible for me to separate the connection between where I am going and where I came from. Always, my work will be related to my own roots. My current work, and the topic of my dissertation, is on land use and social conflict in Southern Colorado (my home town area) where I compared two cases of land use conflict between the U.S. Army and local communities. As I complete my dissertation, I know that my own hard work and the support of my family and friends have contributed to my accomplishments. Yet, without civil rights movements and affirmative action, this coal miner's daughter may never have been given the chance—nor the encouragement. One of my mother's biggest disappointments in life was that she could not go to school beyond the sixth grade. My father received his high school diploma by taking the GED exam. Their dream was that their children could become educated. My dream is to carry on their dreams.

As people of color, we face a fundamental challenge when we enter graduate school at an institution like UC Berkeley: How to succeed in the world of mainstream whites without becoming like them. Many of us fail because we don't learn the rules of the game. More tragically, many learn the rules so well that they reify them at the expense of their culture.

We must raise another issue. What is the potential challenge that we pose to the nature of the university by virtue of our presence? For example, the University at Berkeley is by nature competitive, elitist, and often cold. When we make affirmative action demands, for admittance and retention, we call for a socially responsible spirit rather than a competitive one and expanded definitions of what constitutes excellence are called for rather than narrow elitist criteria.

The point is not to enter the University and blindly assume the qualities of academia. These characteristics often foster stratification that is presumably based on superior intellect but is more actually based on definitions of what constitutes legitimate knowledge. Referring to this class based knowledge as objectivity and truth, the rest of us are called upon to learn it, adhere to it, and perpetuate it.

Our challenge, and our raison d'etre in the University, is to engage in the construction of counterbodies of knowledge that more accurately reflect our experiences as people of color from particular class backgrounds. In this sense we are soldiers engaging in the ideological battle over the construction of knowledge. As intellectuals we have the opportunity to make a difference in how knowledge is defined. As people of color, we have the responsibility to ourselves and our communities to meet the challenge head on.

LULA FRAGD
Ethnic Studies

At last, a handbook for graduate minority students! When I came to UC Berkeley in the Fall of 1981, I looked around and thought maybe there were no other people of color here. I think that if I had had a guide like this my graduate experience would have been radically different.

As an African-American, single-mother, feminist, politically-conscious, re-entry student, I have some unique needs not normally addressed by this university. My first year-and-a-half of fumbling through the system looking for direction and support was the most frustrating period of my life.

My growing sense of alienation added to my confusion and affected every aspect of my life. After a lot of trial and more than my share of error, I found a place, an avenue, peopled with folks with whom I could identify—the Department of Afro-American Studies. Because I was in a department with fewer than three African-Americans and fewer than a dozen people of color in a large graduate student body, I needed the support I found working as a TA in Afro-American studies.

You have an advantage—this handbook, which is meant to help you avoid common hazards, help you find your way through the maze of academia, and reassure you that you are not alone and that you can succeed.

My advice to you is to use this handbook from day ONE. Hold on to it and keep using it, and if you think of anything else that should be included, contact someone in the Graduate Minority Students' Project. Don't wait until the sixth week (yes, it can happen that fast) when you find yourself in a jam. Check it out now.

DORA DE LA ROSA
Law

Law school seemed almost unreachable to me as I grew up in a background similar to many other Chicanos; my family was poor and recently immigrated from Mexico, and growing up in Los Angeles I knew no lawyers, doctors, or other professionals. But I was fortunate enough to have encouraging teachers and unending support from my parents. Eventually I decided I wanted to attend UC Berkeley. Getting accepted was easy compared to telling my father I wanted to go away. Because I was the eldest and a woman, I had to fight long and hard to get his permission. The problem many of us face is not that our parents are not supportive, but that they are not familiar with the educational process, especially as it is here.

I did leave eventually, and graduated from Berkeley in 1983 as a history major. As an undergraduate I participated in many political organizations—including MEChA—and was the ASUC's student advocate. After graduation I applied to law school because I wanted to understand the basic institutions in our society in order to work for social change.

Looking back now as a second-year law student, I see that we, as minorities are often at a disadvantage. For one thing, law school requires the ability to write, and many of us attended poor public schools in which writing skills were not emphasized or were not taught well. Many white students have had lawyers in their families for generations, so they are familiar with the legal jargon and way of thinking and have personal connections, advantages minorities lack. Lack of resources is another obstacle for minority students, who may have to work one or two jobs to put themselves through school.

As a result of these disadvantages, minority students quickly develop a social consciousness. Our pride in our culture enables us to form organizations like the La Raza Law Student's Association. I attribute my being here to the Association. Not only do such groups support affirmative action and lobby for our acceptance, but once we get here they provide support services and a mechanism for voicing our concerns.

After I graduate I plan to return to my Chicano community with the skills that will enable me to work for its improvement. This goal has given me much motivation and has driven me to be a concerned and active student. I am currently a co-chair of the La Raza Law Student's Association, an ASUC senator, a member of the Board of Directors of the Daily Californian, and a member of various other committees. Another thing that has helped me overcome obstacles is my belief in myself. Too often we are discouraged from pushing ourselves, told that we will never be good enough, and tracked into low socio-economic positions. It is only by fighting back and bouncing back that we can excel.

MAYA VALVERDE
Graduate School of Journalism

As a Yaqui-Chicana woman, I am proud to be the first Native American graduate of UC Berkeley's Graduate School of Journalism. It hasn't been easy.

It wasn't easy getting into the school because I finished my undergraduate studies 10 years earlier, did some teaching, followed by several years of travel and growth and finally was serious about settling down in my chosen career as a journalist. I thought my experience and maturity would be valuable assets. Instead, I found myself trying to convince the dean that I was young and energetic enough to complete the program. He confided that the only other Native American student to enter the journalism program dropped out because of some lack on her part, but he decided to give me a chance. I found out later that she was a single mother and dropped out of the program because of personal problems.

Journalism has been called the fourth estate, and rightly so, for, along with the executive, legislative, and judicial branches of government, it wields great power in shaping our way of life. Politicians and journalists traditionally try to keep each other in line. That is why North Carolina Senator Jesse Helms and his group complain that the CBS evening news is too liberal every time Dan Rather strays a little left of center. Which brings me to another observation. Reporting done to the right of center is considered objective; that to the left, advocacy. Such are the times.

The history of journalism closely follows the history of western civilization and as such is deeply entrenched in white man's culture and customs. The changes have been slow, reflective of society as a whole. But I have no doubt that as more minorities come to play decision-making roles in journalism, the definition of "objectivity" in reporting will change, and with it society's values. Those deeply entrenched in the white man's "objectivity" are threatened by this possibility. By keeping their narrow perspective they remain secure in their positions. Affirmative action is not popular among journalists.

While minorities are making significant breaks into other industries, such as business and engineering, newspapers employ only nine percent minorities, radio only 11 percent, and television only 13 percent. It is now popular to have a black co-anchor, but most other minorities remain invisible. And even blacks are underrepresented among producers, reporters, and editors.

Judging by the young white males who dominate my field of interest—broadcast journalism—the belief is that women, minorities, and especially women of color are not technically proficient and have poor production skills. And there is a tremendous lack of opportunities for hands-on experience to improve our skills. It's a dog-eat-dog field. If you're a minority considering this career, you must be very strong and determined. If you're a woman, too, you'll need to be downright rude at times with people trying to push you out of the way, because you will run into many of them. Even the university, for the most part, projects and defends the attitudes of the dominant society. One need only look at the number of white males on the faculty to ascertain where they're coming from.

Women and minorities are hired for their success in a society dominated by white males. To be succesful they must subscribe to the white male's view of "objectivity" in reporting. And this isn't likely to change until more people of color storm the gate and break into the field. If you are interested, talk to Greg Lewis of the Minority Journalism Program in the basement of Northgate Hall. I am happy to have had the opportunity to get journalistic training. And knowing how hard it is to get, I intend to help other women of color enter the field.

JESUS MARTINEZ
Ethnic Studies

Sometimes when I walk through Sproul Plaza I remember my first visit to Berkeley as an eighth grader, only two years after arriving from a small town in Michoacan, Mexico. The university seemed enormous, bigger even than my town, and the hippies, those weirdos I had heard so much about were even stranger in person. While my schoolmates where busy buying underground comics on Telegraph, I stayed glued to the teacher. Only one thought crossed my mind the entire day: "Pobre de mi si me pierdo o me roba uno de estos locos!" (*"Poor me if I get lost or one of these nuts snatches me!*) I was not ready for the Berkeley experience.

Eight years later I entered Boalt Hall convinced Berkeley was the place for me. I withdrew from the asylum known as law school two months into the semester. That brief stay, however, gave me the chance to discover and appreciate some of the excellent human and institutional resources available at UC Berkeley. I was impressed by the activism of the students and the receptiveness of many students and professors to the Third World experience. Berkeley was a dramatic improvement from the University of Santa Clara. More importantly, I discovered the graduate Latin American studies program, an interdisciplinary program ideal for me because of my interest in Mexico.

My first year in the M.A. program was a success in every respect. The flexibility of the interdisciplinary program allowed me to take courses with famous *Latinoamericanistas* from many departments, including Chicano studies. I also had the time to associate with other students, form a study group, organize a conference on Latin America, and even play soccer regularly. I even had time to sit on Sproul and watch the hippies and yits (yuppies in training), walk by.

Reality and my activist interests caught up with me the second year. Early in the fall semester I became involved in university graduate affirmative action politics, and helped organize a support committee for 100 Mexican women striking at the Mission Foods tortilla plant in Richmond. The university affirmative action politics were painfully slow and frustrating. By contrast, the strike support work required the rapid creation of an organization to carry on fundraising and informational activities, and showed more tangible results.

I was disappointed to see so few Chicano graduate students interested in helping the huelguistas, but I know many were overloaded with other worthy projects. And there are so few of us to begin with that I am often the only Chicano in my seminars. I hope to see more faces of color now that I am entering the Ph.D. program in ethnic studies. And I hope graduate students of color organize to improve their representation at the university. Neither the hippies nor the yits will solve our problems.

ANGIE FA
Ethnic Studies

After spending years in graduate school, one at Cal, I have learned that the first key to survival is developing solid relationships with peers and mentors. I grow most when I have peers with whom to share my work and experiences, and role models to give me a sense of where I want to be in the future.

Third World women have to be superwomen to succeed. We are pressured to be better than white men and women, to "overcome" our minority status. Alone, these pressures can overwhelm us. With a supportive peer group and understanding mentors we can grow and flourish.

The second lesson I have learned is the importance of staying grounded in the world outside the classroom. It is easy to get lost in a sea of self-pity, feeling that one is oppressed and powerless. But to have the opportunity to pursue higher education in America is to be in an incredibly privileged position. And as Third World people in privileged positions, we must think about what we can do for our communities.

I am motivated by my involvement in issues confronting Third World people on campus and in their communities. It is hard for me to understand how history students can study the lives of peasants without ever being a part of a group of powerless people trying to influence the state; how sociology students can study social stratification without ever having walked through a public housing complex; how ethnic studies students can understand the experience of Third World people without being involved in their communities. Staying grounded in the real world not only helps us survive the classroom, it helps improve our work within it. Social science does not begin in Bancroft Library. It happens in the dreams and aspirations of people, in their everyday lives, and in their communities.

The final lesson I have learned is the importance of staying true to yourself, your values, and your commitments. I agree with Pat Sumi, an early leader of the Asian American movement, that Asian women are one of the most powerless groups in our society. There is a tendency to dismiss us as quiet, kind, and submissive, a stereotype brought back by men who fought in Korea and Vietnam. People of color must erase all such stereotypes and resist co-optation.

We must be vocal in standing up for what we believe. That may mean challenging existing policies or the university power structure. If we fail to do this, if we just put the blinders on and make it through graduate school without effecting structural or policy changes, we will become a part of the problem instead of the solution. The problems of university life will be left intact to plague the next generation of Third World scholars, and our very success will be used as a club over their heads: "If these individuals could make it through, why can't you?" Even a tenure track position at a major university is not worth compromising your values.

DANA TAKAGI
Sociology

As an undergraduate at Berkeley during the early 70's, I became interested in politics and contemporary social problems. I joined student political organizations, went to demonstrations, and participated in many study groups. I became less interested in my major area of study—math—and more interested in the courses offered in sociology and ethnic studies. By the time I graduated I believed that the most effective way for me to create social change was to work in a factory. But all my attempts to get work in factories ended in humiliating defeat. I am a small person, and I was an unconvincing candidate for factory work. I was told more than once that I was too short to reach the assembly line. I went to graduate school to see if I was better suited for teaching.

Graduate school can be a nerve-wracking experience. The tools of the trade are your ability to read, analyze, think on your feet, and put your thoughts into words. And there is always the pressure to know more, to read more, to do more research. You come to feel as though you read all day, every day, and still have only scratched the surface of what you should know. But you should not despair. It simply isn't possible to know everything your first year in graduate school.

To be succesful you must participate in the discipline at large. This means talking to other graduate students and faculty, joining study groups, seeking out and meeting other students to chat about readings, and exchanging ideas for papers. A good deal of learning takes place outside the classroom. I have found many a meeting over coffee to be an important source of intellectual stimulation and exchange.

You must also learn to be verbal. In the social sciences, verbal abilities are not optional. They are, in

my opinion, obligatory. You must be able to express yourself. If you can't, you make it hard for others to understand and appreciate your interests and ideas.

Lastly, but most importantly, write. If you feel that you are not a good writer, practice. Write essays, paragraphs, keep a journal, summarize meetings, take field notes. But, at all costs, write. Your progress through graduate school will hinge on your papers, proposals, applications, and of course, your thesis, so it is critical that you write well.

There is one potential disadvantage to being a minority student in the social sciences. That disadvantage is the ghettoization of minority students as specialists on their own groups; there is the danger of becoming isolated in the study of the minority group experience, of being viewed and seeing oneself mainly as the expert on Asian community politics, for example, not as the specialist on community politics.

DUANE COOPER
Mathematics

From my home in Atlanta, where I received my B.S. in mathematics from Morehouse College and my M.S. in electrical engineering from Georgia Tech., I traveled 2,500 miles to come to UC Berkeley. Am I glad? You bet. I love it!

I don't know how helpful my perspective will be to other minority graduate students because I cannot pinpoint any problems I have encountered due to my race. Of course, it may help that grading in mathematics, the sciences, and engineering is more objective than in other disciplines. I mean, either the theorem was proven or it wasn't. My grades—the good, the bad, and the ugly—have been pretty much the ones I deserved.

Sure I have had problems, but most of my wounds have been self-inflicted. I suffer from the typical student pitfalls: being too lazy too often, being unable to motivate myself to take care of business, and the like. I'm not saying that other students have not or will not experience problems here due to race. Several pitfalls await the minority graduate student, and I am sure that others have written about them in their perspectives. But I will not concoct troubles I've not had in order to write a juicier essay.

It has been my experience that while one must be prepared for and try to avoid the worst, one's graduate studies at Cal don't have to be an ongoing struggle against discrimination. Sure it irritates me to know that there are people who think I don't belong here, but so what? I can develop an ulcer worrying about it, or I can exhibit through my performance that I do indeed belong here. The only time low expectations bother me is when I live down to them.

It has helped a great deal that there are several black students in my department, if for nothing more than comfort. We are tiny as a percentage but strong in number. This is good because, more often than not, we black folk tend to socialize among our own. Most of us blacks in mathematics give one another advice and support.

My tendency not to make close acquaintances ouside my race may work against me from time to time; I don't really know. I am usually the only black student in my classes, and if students are allowed to collaborate on an assignment or exam, I will do mine alone anyway. I am not sure whether this is because I have always preferred to work and study alone, or whether it is because I don't make enough of an effort to meet and befriend my classmates. Whatever the reason, I frequently work alone—sometimes without success—when it would probably be better to go ask for a little help.

My advice to new minority graduate students is pretty much what I would tell anybody: get lots of advice from fellow students, don't bite off more than you can chew, study, and enjoy.

LARRY SHINAGAWA
Ethnic Studies/Sociology

I remember reading a letter written by a graduate student some 13 years ago, about what it was like to be a black graduate student in a university that was so hostile to his participation. In those sad pages he listed his reasons for leaving the program and vented his rage. I have experienced much of what he experienced and feel a kinship with him. But I am determined not to withdraw from an institution which I sometimes find abhorrent and dehumanizing. While the black graduate student who wrote this letter chose to join the struggle for equality outside the university, I see the university itself as contested terrain—in need of racial minorities like me, who believe in activism and scholarship.

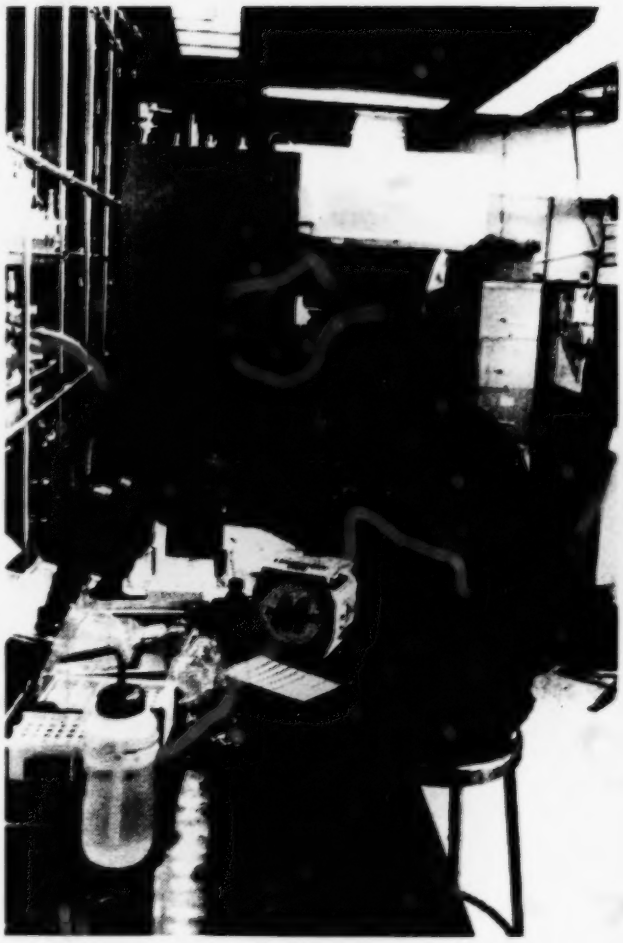
As you may know, Asian American students tend to be concentrated in professional or bio-technical fields. The number of Asian American graduate students in the humanities or social sciences at Berkeley can be counted in a circle of hands only a couple of dozen in number. This scarcity makes what should be a dialogue between Asian American students into a sometimes deafening silence. Fortunately, I have received much encouragement from third world faculty in sociology and ethnic studies. It also helped tremendously that I made friends with many third world students. Helping, advising, consoling each other, and damning much of our education, we founded an academically rich camaraderie rooted in our common experience as students of color.

It is clear that we are the privileged ones—those who through some twist of circumstance arrived at this university. Some of us are from socioeconomic backgrounds likely to bring us here; some of us, like myself, wonder how we ever got here. This awareness of our good fortune brings on acute anxiety over the tenuousness of our position.

I see our dilemma as the conflict between two mindframes—one that sees the role of graduate students as persons who should concentrate on finishing their education (a la Western positivist ratiosyncratic linear fashion) and another mindframe that sees our education in some concrete sense, and perhaps in our own souls, as a sellout to the dominant sexist, classist, and racist society in which we live.

The struggle to continue to be a part of our ethnic community and be socially responsible while producing "acceptable" scholarship within the confines of sociology is at times a trying one. It is a continuing dilemma for many third world students—not so much the feeling that one is a sellout, but the struggle to be responsive to his or her ethnic community in the face of a system that corrodes such bonds.

But at least we have the option to struggle. I can imagine what those young Japanese American college



students felt when they were expelled from college during the concentration camp years of 1941-44, because I think their yearning for education was similar to mine. Education is not simply a status symbol, it can liberate. That expulsion, a product of racist hysteria, was internalized by many, who would blame themselves for their incarceration and transmit their shame, never expressed in so many words, to my own generation. Perhaps this is why I cherish my education, and so stubbornly wish to continue.

The quest for liberation was never completed. It still remains a goal. It is for the past, and for the future, that we, as people of color, must continue to struggle in all spheres, whether in academia or in the "real world," to push for a better, saner world.

"Getting accepted into Berkeley was easy compared to telling my father I wanted to go away. Because I was the eldest and a woman, I had to fight long and hard to get his permission. The problem many of us face is not that our parents are not supportive, but that they are not familiar with the educational process, especially as it is here."

—Dora de la Rosa

MARY SUZUKI-BONZO
Education

I am an older re-entry female graduate student. I think that's the category I fall into. In my terms I'm in school again.

I love my area of study—the educational history of Filipinos in the Philippines and of Asian-Americans in the United States. I believe we should know our history in order to learn from the past. I look at history from below. How do people respond to circumstances thrust upon them? This is how I think about my subject area. It's not alien to me. It comes quite naturally.

My strong sense of ethnic identity sometimes interferes with my academic work. The problem is one of communication—learning to write for an audience with whom I do not share a common experience. I have to be conscious of my teacher's sense of identity as well as mine.

Deadlines and pressure are a staple of university life. But I think there are additional pressures on graduate women and graduate minorities. We are the new "intruders" into a predominantly white male establishment.

Higher education is very expensive. Graduate school is an expensive luxury for working people. It is dangerous to one's health to work and study full-time (I have a thick file at Cowell!). The part-time jobs we can get pay very little, and our families usually can't support us.

This is my second try at the Ph.D. My health failed the first time around because I was working full-time, and raising two children, keeping house, etc. This time I am being more realistic, taking more risks. I have borrowed money instead of trying to work full-time. I also make sure I get enough sleep, exercise, and good food. It sounds so elementary, but I had to learn it the hard way. This is a problem with many remedies but no solution.

Graduate training should be available to all American communities. Working-class students should be supported by federal aid. The National Defense Education Act and other educational support measures are disappearing as a result of President Reagan's policies. Our state universities were built with public monies on lands from which Native Americans were forcibly removed. They are part of our national resources.

I would like to see our graduate students get together and push for a more enlightened sense of responsibility on the part of the university—responsibility to its students, its immediate community, the state, the nation, and the world. Such a sense of responsibility by the university would of course include having the moral fiber and fiscal wisdom to divest itself completely of all South African investments.

JUNG-IN KIM
Nutritional Sciences

My husband and I married in Korea but had to separate when we came to America. He enrolled at UC Berkeley and I went to MIT. My first few months here were lonely, and I experienced enormous stress adjusting to American culture and customs. But I eventually came to enjoy Boston and got my M.A.

I transferred to a Ph.D. program at Berkeley because I thought it would provide a better academic experience. My husband and I were very happy to be together, but there were many problems. As a foreign student I had to pay expensive nonresident tuition, and there were few chances to apply for fellowships and financial aid. There were also too many students at Berkeley. Registration, lectures, health care—everything was done in great scale and I felt uncomfortable, small, and lonely among the crowds. There seemed to be many programs for minority and foreign students, but I didn't take advantage of any. I just complained to my husband. Everybody looked too busy to have time to share with others.

But as time goes on everything changes little by little. I got to know some of my classmates and professors. They were warm and kind, and tried to cheer me up because they remembered how they felt in the beginning. And I realized they had problems, too. We talked and shared opinions and suggestions. I was very glad to help my friends study. I got to like California weather, the campus, and people around me, and grew used to life here. I finished the semester with high performance in every course I took and celebrated the vacation with many friends.

My department held a Christmas party, and for entertainment the new graduate students had to sing a song. We decided to sing our version of "The Seven Weeks of Christmas," which we expanded to the fifteen weeks of the semester. In the first week at Berkeley our true love said, "Berkeley is a strange place." In the second week, "I am lost"; in the third week, "What's your name"; fourth week, "Too many classes"; fifth week, "Huge phone bill"; etc. But by the last week of the semester we had solved all our problems and the song ended with "Berkeley is a nice place." Everyone enjoyed the song very much. I think they all had the same experience.

PHILIP NGUNJIRI
Landscape Architecture

I am a Kenyan citizen with two young daughters. I am on leave from the University of Nairobi, where I am an assistant lecturer. The department of architecture needed someone with expertise in landscape architecture, and I got a scholarship to study at UC Berkeley through the Study Abroad Program and the Institute for International Studies.

From what I have seen, being a minority student here has many disadvantages. There is a general consensus that all minorities come here through affirmative action. When people see you, they see a policy decision, not a qualified person. And very few courses address the interest of minorities—from an ideological, cultural, or social standpoint. Due to the small size of my department, for example, there is no faculty member specializing in my area of interest—environmental problems in developing countries.

You should realize that, in the final analysis, you are on your own. Competition aside, this is an individualistic society. The few exceptions I have encountered have been people who went to a developing country and were changed by the experience.

Most advisers are very busy so you should get to know general and departmental requirements well. Know what you want and prepare class alternatives before you see your adviser. Then you'll be able to ask if there are better substitutes.

Don't let your confidence be shattered when you speak in class and nobody seems to agree with you. Things change with time. More people treat me as a colleague now than when I first came to Berkeley. During my first quarter here nobody knew anyone else, and when we had to pair up for homework assignments I was frequently embarassed. The person next to me would break the trend of picking the next person and skip me, or I would be paired with the person who didn't get his/her choice.

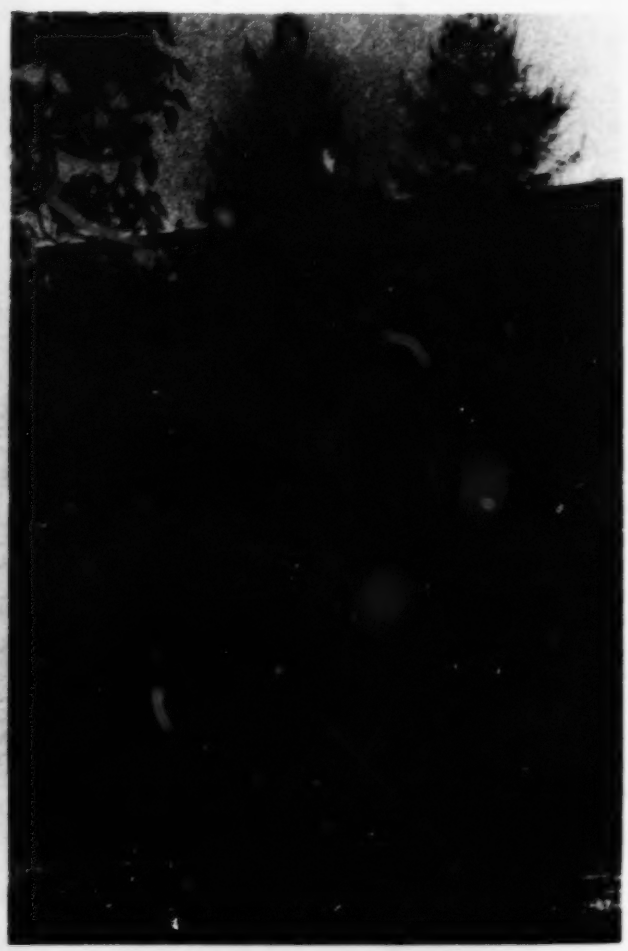
I have been sustained through it all by my determination not to give up, and by my optimism. I like to see the good things in life. Even when a professor or fellow student treats me with condescension I try hard to see the better side in him/her.

CASSANDRA WIMBS
Folklore

Life at Berkeley has made me very much aware of the price African-Americans pay for integration. I am a little older than the average graduate student and attended an African-American university as an undergraduate, so my perspective is different from that of many blacks at Berkeley.

For the first time, I am encountering black activists with little allegiance to black people and traditional black values. I am saddened when I have to explain the need for a united front to African-American leaders on campus and disappointed by the number of students of African descent who feel the need to "pass" and to align themselves with groups that have historically been hostile to African-Americans. Seeing frat members sporting green ribbons in protest of divestment doesn't strike me as a step forward.

The civil rights movement for which my people spilled so much blood has been misinterpreted by some to mean that they now have the right to perpetuate abuses of power. I have seen African and African-American issues exploited to catapult the power-hungry into power, and have seen our problems become pleasure trips for outsiders.



The point is not to enter the University and blindly assume the qualities of academia. These characteristics often foster stratification that is presumably based on superior intellect but is more actually based on definitions of what constitutes legitimate knowledge.

—Teresa Cordova

There is a since-I-sleep-with-your-woman/man-I-am-an-expert-on-your-people attitude that prevails here. The right to party with anyone does not constitute freedom or progress, but too many are lulled by these diversions. Trust and coalitions here are based on compromises, which is why African-American women are held in such low regard. Our heritage is one of goals, not compromises.

If it were not for black undergraduates, African-American culture would indeed be compromised. They are an unexpected but very bright spot. I respect their burning sincerity and thirst for knowledge—and their bravery. They are constantly reminded of the liabilities of being black, not the joy of being black. That is what a black school teaches one. Schools are designed to meet the needs of a particular population, and UC Berkeley was tailor-made for middle to upper-class white men. I would like to see Berkeley broaden its appeal, but I could not recommend it as the best place for African-American undergrads.

I said this to a black undergrad, who commented that black schools made one too militant and "one has to get a job out there." I told her that that was the difference, white schools help you get a job, black schools show you how to make them. It's no coincidence that the majority of African-American leaders in any field came from black schools, as do the majority of black graduate students.

Alienation contributes to learning in strange ways. It makes one want to perform well out of spite, it creates a desire to "get all this place has to offer, as revenge." A course on respect for cultural diversity might make this a healthier learning environment.

"We must challenge pernicious ideologies and work to have the scholarly importance of ethnic studies research recognized."

—Tomas Almaguer

Words from the Wise

TROY DUSTER Professor of Sociology

I have two simple and modest suggestions to increase your chances for success in graduate school:

1. Learn from other graduate students, the generalists.

One of the peculiar features of the university is that it is structured to make the faculty the specialists and the graduate students the generalists. In graduate school you are required to read broadly across a wide range of sub-fields in your discipline, to be competent in a variety of research methods, and to be familiar with conflicting theories or schools of thought in your field. Once you write your thesis, leave graduate school, and take a job on some faculty, you are likely to narrow your concerns to a specific researchable topic along a narrow corridor of your chosen discipline. Faculty specializations are often so narrow that some facultymembers can hardly converse with each other about their research or intellectual interests and activities; they find it much easier to talk with graduate students. Faculty members have made career choices, often committing themselves to a deep and thorough investigation of one substantive problem. You can certainly learn from the faculty, but you should not underestimate the importance of spending as much if not more of your intellectual time with your fellow graduate students. They often have a wider angle of vision.

2. Immerse yourself in the "culture of the academy."

I have seen scores of graduate students drop out, drift away, or flunk out during my many years at the university. As a professor of sociology, my occupational hazard is that I am always looking for social patterns. I have observed a pattern here too. Every professor will tell you that some of the most imaginative, brightest, and most intelligent students stumble over papers and theses, or at exam time, and leave graduate school. And some comparatively mediocre, tedious, and leaden students have gone on to obtain the Ph.D.

But this isn't the pattern, since both the imaginative and the tedious manage to get advanced degrees, and both drop out. The pattern has to do with what those

who drop out have in common. It is my view that, at least in the humanities and social sciences, not being able to absorb what I call "the culture of the academy" is a serious impediment to the succesful completion of graduate studies. I use culture in the anthropological sense to include such important matters as how one phrases criticism and engages analytic questions in seminars. The "best and the brightest" are often anointed because they are well-trained phrase-makers who have been groomed in the "culture of the academy" at Ivy League schools. They know how to make a professor's eye gleam with delight with a well-turned phrase.

Why is this important for women and black, Latino, Asian, and Native American students? Because if you come from Fresno or Chico State and you don't know how to phrase Wittgenstein's objections or Pareto's ruminations on political succession you are outside the "culture." You may well have a superior grounding in current analytical stances toward the enduring problems of this century, but your awkward phrasing will work against you.

What should you do? Follow my advice in section one. But this time, in addition to learning from other and older graduate students about the *substance* of the academy, use your observational skills to learn from these students about the *culture* of the academy. And don't be too envious of those who have been knighted early in their careers as "the best and the brightest." They carry a heavy burden, the white man's burden, to rival Wittgenstein and Pareto. It haunts many the remainder of their intellectual lives, and they fear and feel the failure of their relative accomplishments when matched against such grandiose expectations.

To learn the culture of the academy, there is no substitute for living in and around it, immersing yourself until you can swim in it. From what I have seen, the failures are almost always those who are unable (due to some impossible combination of parenting, commuting, and working) or unwilling (due to ideological or personal antagonism to the prevailing wisdom, style, or content of their discipline) to relax into that immersion. Minority and female graduate students, the ones who probably have the greatest need to learn and absorb this culture are also the ones most likely to find it alienating and difficult to penetrate and comprehend. Though white working class students may also encounter this problem, the noblesse oblige attitude of senior graduate students at Berkeley towards this group is likely to mitigate the barriers to their integration.

It is a real challenge for minority and female graduate students to become bi-lingual and bi-cultural at the university. It is a difficult tightrope, and you will fall now and again. But it is a tightrope worth walking if you want to make a difference on both sides.

CLARA SUE KIDWELL
Professor of Native American Studies

In 1956 Kenneth Stamp, an eminent professor of history at UC Berkeley, published a book titled *The Peculiar Institution* (1956). The title was taken from a euphemism for slavery in the South before the Civil War. I sometimes think Berkeley is a peculiar institution. Some may find it oppressive. But I view it not in terms of oppression but in terms of freedom, at times too much freedom for students used to the intimate atmosphere of smaller institutions or to a greater sense of community. Many people view Berkeley as peculiar/strange, but it is also peculiar/unique, and that is part of its attraction.

Berkeley is one of the best universities in the country, and it attracts the best and the brightest In turn, it demands of its students unusual self-discipline, motivation, and assertiveness. Berkeley offers students tremendous freedom, freedom some would call benign neglect. The selection of courses and thesis advisors, getting to know faculty members, becoming socialized to the workings of the department through attending colloquia and lectures—all are pretty much left to the student. And the experience can be an overwhelming one.

Part of the secret to success is realizing something about Berkeley's admissions process. There seem to be two schools of thought about graduate admissions—either a department admits a number of students and consciously weeds out the weaker ones along the way with exams and other hurdles, or it admits only the most highly qualified students, those it expects to succeed, with some commitment to seeing them through to their degrees.

I suspect that most Berkeley departments follow the latter course. Since Berkeley attracts the best and the brightest applicants, departments have many qualified applicants to choose from. And because departments are held to rather strict admissions quotas that depend in part on the number of degrees they award, it behooves departments to choose students who will succeed.

Admission to a department does not guarantee academic success, but departments have a strong stake in their students' futures. With that thought in mind, it may be easier for students to face the hurdles that lie ahead, academic and otherwise.

After graduation the job prospects for a Berkeley graduate are good. Since the reputation of the university rests on its product, faculty members wish to see their students hired by the best institutions, and can be very helpful. A graduate degree from Berkeley may not automatically bring a job, but it can't hurt.

According to a survey published in 1983, Berkeley has more top-rated graduate departments than any other university in the country. It also ranks first or

second in the number of Ph.D.s awarded every year. Berkeley is a major supplier of the college and university teaching force.

Berkeley is a peculiar institution, and though some students may find their graduate studies more akin to slavery than to intellectual freedom, the opportunities to make the most of the experience are there. It takes stamina, tact, intelligence, self-discipline, and probably a lot of chutzpa. The university at its heart is a collection of individuals with unique interests, talents and abilities, maybe a little peculiar in their own ways. Finding the niche that best suits your own peculiarities and making the most of it is the key to success.

MASAO MIYOSHI Professor of English

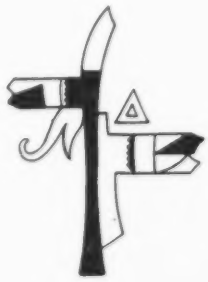
The world today as seen by people of color is not a pretty one. At home and abroad, injustices are carried out, reinforced, and concealed. Being in a graduate program at UC Berkeley can be a first step toward effecting change.

One needs to know the shape and scale of injustice; one needs to learn its origins, routes, and destinations. At an educational institution such as Berkeley, greater efforts should be made to discern who and what determine the canon and curriculum. To what end? What is the precise social role of a discipline as it is organized and prescribed by scholars and professors? What constitutes expertise? What is an intellectual, who endows her/him with authority, and what does she/he do with it? Where and how does the state intervene in the process of information, education, and research? One needs to know one's personal relationship to that general activity called criticism and scholarship. One needs to know all this and more so one may see through the myths and mystifications that have been invented to keep the world hostage.

People of color, in this intellectual sense, are at an advantage for our hurts, illnesses, wounds, and starvations do not allow us to forget that one out of every twenty-one black American men ends his life in violence, or that between the years 1500 and 1600 twenty-four out of twenty-five million Mexican Indians —95 percent—were slaughtered by Europeans. Having been long ignored and misrepresented, we have learned to decode the views of the authorities. By our life's experience, we are made suspicious of official announcements and prevailing interpretations. We are gifted with that perspective that seems so hard to come by to most people of non-color.

Of course, there are deep pitfalls for people of color, too, at a place like Berkeley. One, the established program is powerful in enticement and appropriation. It exercises its control in the guise of rules, standards, and manners, legitimating its power in the eyes of people of color. We frequently surrender, understandably to some extent, to the allurements of an unfamiliar reward. Two, people of color are not invulnerable to the temptation of creating a mirror image of the power structure in their own bureaucracy. This too is understandable. Having long been deprived of representation, we desire a structure, simulative and inauthentic as it may be. A clear and comprehensive perspective must be cultivated.

But having a perspective without praxis is still a dead end. We must work, and play, with it. We need to listen to the murmurs of our hearts and keep our eyes fixed on the sight of women and men in suffering and in gaiety. And we need to be with them. We need to form a deparochialized alliance with all who are deprived of life's rights—women, the poor, the aged, and the colored. It is up to us at the university then, it seems to me, to continue our discourse, to take the first step, then a second, and a third, toward change, and join all the wretched on earth in working for a better world.



TOMAS ALMAGUER Professor of Sociology

UC Berkeley can be a very alienating place for minority graduate students, especially early in their graduate careers when serious doubts about whether they belong here begin to surface.

Many of us enter the university expecting to be able to pursue career goals while remaining true to our principles and political views. In my experience, this internal conflict is one of the greatest sources of anxiety for new minority graduate students. How well we resolve this conflict affects the progress of our graduate studies, not to mention our mental health. It means coming to terms with being at the university, and viewing our graduate studies as a legitimate form of political practice.

Recently we have seen the resurgence in some ethnic studies circles of an anti-intellectualism that "guilt-trips" students who take their academic studies seriously. Students are being asked to cleanse themselves of "careerism" and pledge unwavering commitment to community-based activism. This situation is as unfortunate as it is unnecessary.

While we should be involved in more than university-based issues, it is a mistake to see the university as an "ivory tower." As a source of ideas that perpetuate social inequality, the university is a legitimate and important arena for political struggle. We must challenge pernicious ideologies and work to have the scholarly importance of ethnic studies research recognized. Our work at the university is part of an ideological struggle that is just as important for third world people as more direct forms of political participation.

We can also combat anxiety and confusion by creating a network of support-groups. These groups are crucial to our individual and collective survival and can take a variety of forms. They can be caucuses, collectives, or study groups and can be formed along many lines: as third-world people, on common intellectual interests, as women, or by ethnic group.

Two groups that were crucial to my survival as a UC Berkeley graduate student were the Chicano caucus in my department and the Chicano Political Economy Collective. Both provided a basis for intellectual dialogue not possible in traditional courses, and helped keep us true to our values and political commitments. These groups also served an advocacy role. The Chicano caucus, for example, played an important role in recruiting Chicano/Chicana students to our department and pressed for the hiring of a person with expertise in Chicano studies. These groups can provide invaluable help when we confront the many collective problems—and personal crises—that are endemic to graduate student life.

My advice to new graduate students is to not allow themselves to be gripped by the paralysis that comes from doubts about being at the university, a debilitating quandary that we must all resolve individually. We have an important mission here and the sooner we realize this the sooner we can get on with the business at hand. Good luck to all of you in your graduate studies.

BARBARA CHRISTIAN
Professor of Afro-American Studies

Welcome to UC Berkeley—the town and the university. Both are rich in diversity, excitement, and challenges.

Perhaps the most common complaint I hear from graduate students of color is that they feel isolated in this energetic but huge university. It is not unusual to be one of a few people of color in your graduate department. This sometimes presents not a social problem but an academic one because your area of interest may focus on the study of people of color, and that may not be a central concern in your department.

Please make an effort to meet other graduate students of color, whether they are in your department or not. And learn about, or better yet become active in student organizations like the Graduate Assembly. Although you may think that such involvement may cost you too much time, I think you will find that time beneficial to your academic as well as your social and political development. Most importantly, such involvement will alleviate the sense of isolation you may initially feel in a big institution like UC Berkeley. Such isolation detracts from your ability to concentrate on your work and may sap your creativity. The most succesful students I have known are both socially and academically involved in the university and its processes.

A major problem for graduate students is their reluctance to seek help when they need it—before there is a crisis. Our visibility as people of color and the stereotypes inflicted upon us make it difficult to ask for help. But everyone needs help sometime, and faculty of color, the departments of Afro-American studies and ethnic studies, and the Graduate Division are here to help you do well. Your success is important, not only to our work as faculty, but also because we are committed to helping this university become a multiethnic institution. The University of California is a complex system as well as a great university. Getting to know its myriad processes has taken us many years. Benefit from our experience.

Let me conclude by mentioning the many advantages UC Berkeley and the town of Berkeley have to offer. We live with some of the best minds on practically every subject. Berkeley is intellectually, politically, and culturally rich; there is a wealth of activities here, and curiosity and openness. And Berkeley is a beautiful town. Take advantage of it and enjoy your education here. If there is an attitude that will get you through, it is this—a sense of enjoyment in your work and life. I wish you success and look forward to meeting you.

LILY WONG FILLMORE
Professor of Education

In many ways, what you get out of your graduate school experience will depend on your academic adviser, the person who supervises your graduate training and helps you get through it succesfully.

Unlike the undergraduate adviser you consulted only occasionally, your graduate adviser is someone you will see frequently. Your relationship with your adviser begins when you enter graduate school, and may continue well after you have graduated.

Your adviser will: help you select an appropriate program of studies, given your interests and objectives; prod you at times; help you integrate the things you are learning in your coursework; listen to your ideas—even the half-baked ones—with interest, and

introduce you to new ones; help you find research and teaching assistantships; assist you in designing your thesis or dissertation research, and guide you through it; read and comment on however many drafts it takes you to turn out the world's best thesis or dissertation on your topic, and finally; write the letters of support that will help you get that job.

In turn, your adviser will expect you to work hard, serve as a foil to his/her ideas, have fresh insights, and help him see the subject in new ways. It is important that you establish a working relationship with your adviser during the first or second semester. This is partly your adviser's responsibility, partly yours. Remember that most faculty members are busy people —they almost always have more to do than time to do it in—so it will be up to you to make sure you see your adviser as often as is necessary to prepare your program of studies, to get a clear idea of what you are supposed to be doing, and why.

And don't be shy. You have a certain amount of time and advice coming to you, and you should make sure you get it. On the other hand, you will have to be patient and understanding when your adviser is up to his/her cowlick in work. If he/she is buried under a ton of deadlines, meetings, and overdue chapters, you are not going to get a very attentive hearing, so it's probably better to get an appointment at a better time. Gentle persistence is what you will have to cultivate in this business.

Once you do get your adviser's ear, you should make efficient use of his/her time. Before you meet, prepare a list of the things you want to discuss and organize it so you are not jumping from topic to topic. It would be a good idea to let your adviser know what you want to talk about when you make the appointment.

It's important that your adviser have enough expertise to provide the guidance you will need. But it is equally important that the person be someone you can work with. Graduate students sometimes find that they can't work well with an adviser. If you find yourself in this situation, you may have to look for someone else. The first thing you should do is discuss your feelings with your adviser. Maybe the problem can be resolved. Or your adviser may agree that a change would be the best solution. In that case, he/she can suggest others on the faculty you might want to work with. If you handle the problem in a mature and responsible manner, your adviser's feelings will not be hurt. We all know that such changes are sometimes necessary.

You should start thinking about establishing yourself professionally, especially if you intend to get a job in the academic world. You should present papers at professional meetings as soon as you can, and submit them to journals for publication. One way to find out about professional meetings is to ask your adviser to let you know when there are "calls for papers"—that is, when you can submit abstracts to be considered as potential presentations at meetings. Often, notices for upcoming events are posted in or near department offices, so you should check your department's bulletin boards. There are secrets to writing winning abstracts, and you might want to ask for advice on how to put one together. Your adviser or fellow graduate students can provide suggestions and may be willing to look over what you have prepared.

The next few years will be some of the most exciting in your life. You will be cramming more ideas and information into your head than you thought possible; you will be stretching your mind to its limits—thinking and figuring and imagining and talking and writing. You will become much wiser over the next few years. Can you get more out of the experience than that? Yes. Graduate school is also a time to build up a network of associations with people in your field. Those you work with in graduate school are classmates and teachers now, but they will be your colleagues in the future. It is

to their benefit and yours that you get to know one another, and begin sharing ideas and working together. The friendships and collegial relationships you establish now will be among the most enduring and important ones in your life, so don't miss out on this aspect of the graduate school experience.

RACHEL MORAN Professor of Law

Welcome to Berkeley. I hope you are as excited about doing graduate and professional work here as I am about your arrival. Berkeley can be an overwhelming place because of its size and endless array of activities and opportunities. But if you take the time to establish some priorities, you will find your stay here a highly productive one. Because I teach at the law school, my comments will be most relevant to that professional experience.

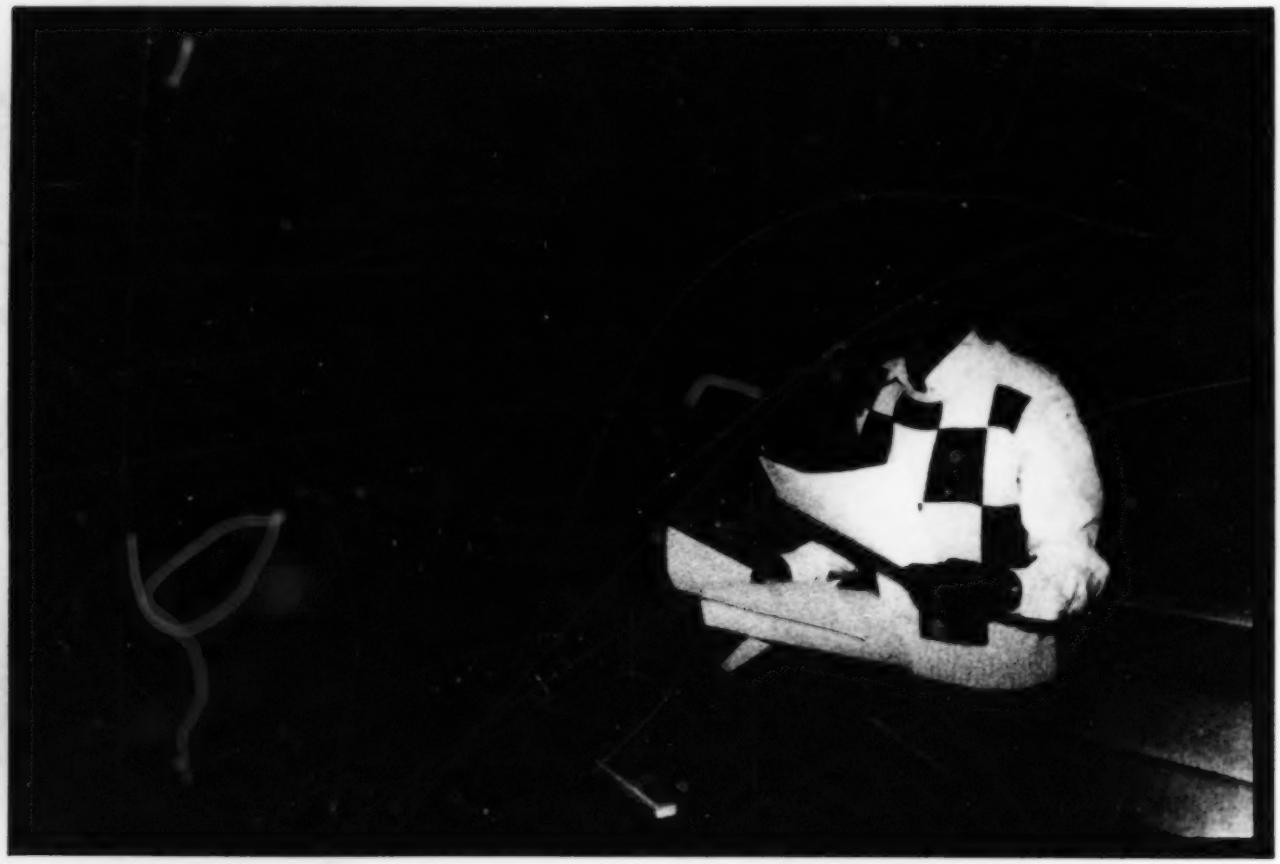
Your law school career will consist of an intensive three-year exposure to legal subjects and analysis. During your first semester you will become acquainted with new methods of instruction and learn specialized techniques for writing about legal issues. You may be puzzled at first by the emphasis on the "case law method" and the use of the "Socratic method." I therefore recommend that you devote your first semester primarily to mastering these new intellectual skills and avoid extensive extra-curricular commitments. You will have plenty of time to get involved in outside activities later.

As the semester progresses, be certain that you truly understand the concepts, can express them clearly, and can apply them to distinctive factual situations. Consider preparing outlines or case briefs for your courses, and do them as you proceed through the course, rather than waiting until the end of the semester. Make an effort to participate in classroom discussion. Though many people dislike participating in class, it often proves to be a valuable experience.

In the legal writing program, work hard at mastering the use of legal authority and honing your writing and organizational skills. If you feel uncertain about some material even after studying it thoroughly, do not hesitate to ask your professor about the problem. Speak to the instructor after class or during office hours. Discuss the subject matter with classmates. Do not wait to see if you will acquire a better understanding of the concepts at a later time. Delay may only lead to more confusion. Thorough preparation will provide you with the confidence necessary to get the most out of your law school experience. It will also assist you in avoiding some of the anxiety that often accompanies the first semester of law school.

Do take time to meet your classmates and find out what social activities are available at the law school. Think about which ones you might want to participate in later. Don't worry too much if you're not sure exactly which extracurricular activities you want to pursue. You'll become more aware of your options and what they mean as you continue through law school.

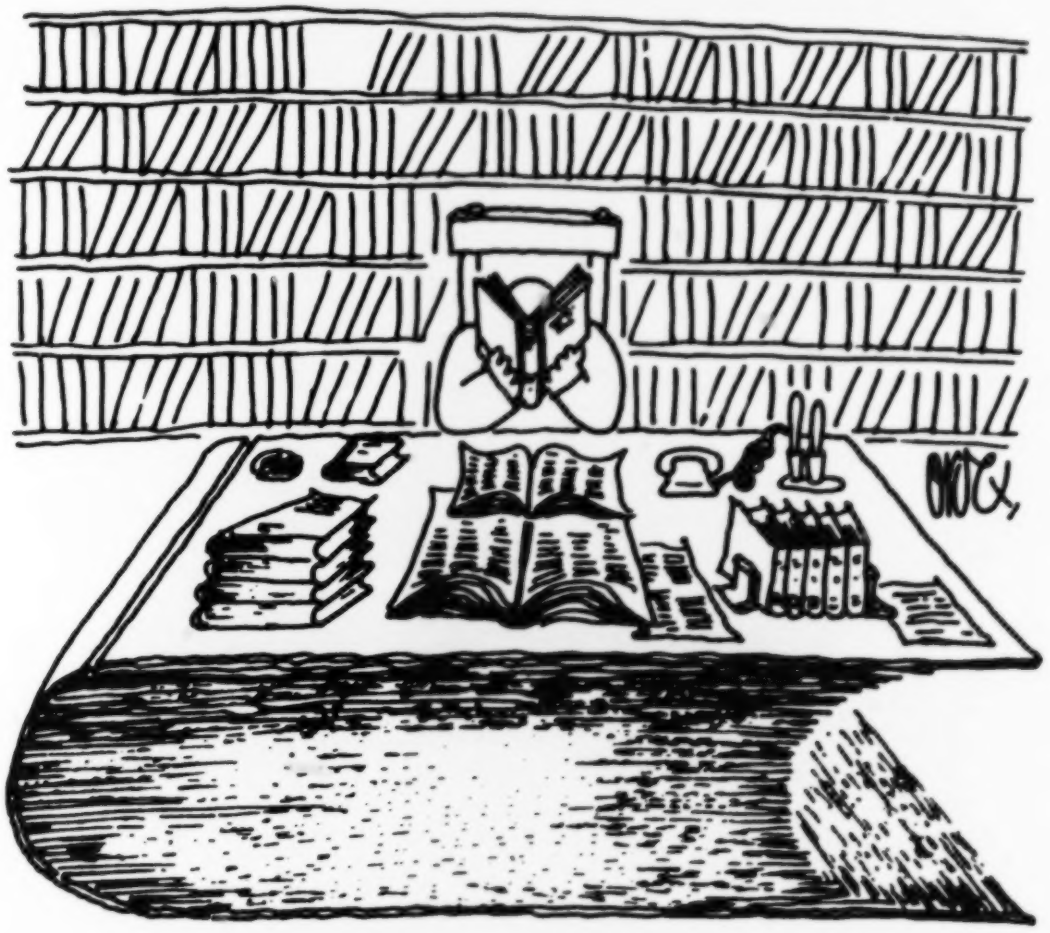
I have emphasized the academic side of the first semester because I consider it the most critical aspect of your introduction to the law school. You have much to look forward to if you build a solid foundation now. I hope these suggestions will help you forge a rewarding law school career.



"There are no rewards for fostering affirmative action at the faculty level. You don't get the same kind of recognition as you do for publication or research when you get considered for tenure. Affirmative action is time-consuming and demanding, and takes away from research and publishing."

—Dan Ashby

Minority Faculty Directory



Every year, the graduate division compiles a "Minority Ladder-rank Faculty" list, which includes both U.S. minority and foreign, non-white professors at UC Berkeley. The division's message is that it does not distinguish between a foreign faculty member and a U.S. educated minority.

In light of California's growing problem of minority underrepresentation in higher education, we can only interpret the umbrella usage of the term "minority" to be a form of statistical inflation. While foreign professors greatly enrich a university environment, they cannot serve as a substitute solution for the notable absence of U.S. minorities at the faculty level. With U.S. minorities composing no more than one percent of UC Berkeley's academic staff, the need for a defined affirmative action policy is long overdue.

In gathering information for this section, we have separated those faculty members who have spent at least a few of their pre-college years in the U.S., from those who came here for or after their Bachelor's degree.

Recognizing that the latter includes a miscellany of those who may regard themselves as foreign or naturalized Americans or both, we shall call this category "Other."

Above all, the distinction serves to underscore some of the handbook's main purposes: to explore the process of socialization in America, the success of ethnic minorities in U.S. education from elementary though university level, and university policies of minority recruitment and retention.

We hope that this directory will assist graduate students in locating faculty members with whom they share similar interests.

AFRO-AMERICAN STUDIES

U.S. EDUCATED

Willam Banks, Full Professor
Ph.D. in Psychology, Univ. of Kentucky, Lexington
Counseling and minority students, Black intellectualism

Barbara Christian, Associate Professor
Ph.D. in Literature, Columbia University
Black women writers, Afro-American literature

Charles Henry, Assistant Professor
Ph.D. in Political Science, University of Chicago
Race and public policy, Black studies

Reginald Jones, Full Professor
Ph.D. in Psychology, Ohio State University
Learning and disabled children, education of Black students, Black psychology

Erskine Peters, Associate Professor
Ph.D. in English, Princeton University
William Faulkner, Afro-American literature

Earl Lewis, Assistant Professor
Ph.D. in History, Univ. of Minnesota, Minneapolis
Afro-American and African History

Margaret Wilkerson, Associate Professor
Ph.D. in Dramatic Art, UC Berkeley
Black drama and theater; minority women, higher education; Black writers, particularly Lorraine Hansberry

OTHER

Percy Hintzen, Associate Professor
Ph.D. in Political Sociology, Yale University
Politics of the Third World, Politics and ideology in Guyana, race relations and ethnic politics

Michel Laguerre, Associate Professor
Ph.D. in Anthropology, Univ. of Illinois, Urbana
Urban and Medical Anthropology; Migration, family, religion and politics in the Caribbean Islands.

AGRIC. & RESOURCE ECONOMICS

ANATOMY

ANTHROPOLOGY

U.S. EDUCATED

John Ogbu, Full Professor
Ph.D. in Anthropology, UC Berkeley
Socio-cultural, urban anthropology, psychological anthropology, social structure & organization, education and culture, Africa, contemporary American society, cross-cultural human development

OTHER

Aiwa Ong, Assistant Professor
Ph.D. in Philosophy, Columbia University
Southeast Asian societies; problems of the Third World

William Shack, Full Professor
Ph.D. in Social Anthropology, Univ. of London
Religion and urbanization in Afro-American and African culture, especially Ethiopia and the Horn of Africa

APPLIED MATHEMATICS

ARCHITECTURE

U.S. EDUCATED

Russ Ellis, Full Professor
Ph.D. in Sociology, UCLA
Research and research methods, social issues in design

Sara Ishikawa, Associate Professor
B. Architecture, UC Berkeley
Design, housing, language, public service architecture

Ken Simmons, Associate Professor
B. Architecture, Harvard University
Community design, Black community planning and design issues, community development and design, neighborhood commercial revitalization, social issues in design, urban design and planning

Marcy Wang, Assistant Professor
M.S. in Engineering, M. Architecture, Columbia Univ.
Seismic safety, structures and technology

ART

U.S. EDUCATED

Sulvia Lark, Associate professor
M.F.A. in Art, Univ. of Wisconsin, Madison

George Miyasaki, Full Professor
M.F.A. in Printmaking, Cal. College of Arts and Crafts

Mary O'Neal, Associate Professor
M.F.A. in Art, Columbia University

ART HISTORY

ASIAN AMERICAN STUDIES

U.S. EDUCATED

Elaine Kim, Associate Professor
Ph.D. in Education, UC Berkeley
Asian American and Third World literature, Asian American history

Ronald Takaki, Full Professor
Ph.D. in History, UC Berkeley
Asian American history, history of American race relations; comparative study of racial inequality

OTHER

Amado Cabezas, Full Professor
Ph.D. in Physics, UC Berkeley
Asian-American and Ethnic Studies

Ling-chi Wang, Associate Professor
M.A. in Near Eastern Studies, UC Berkeley
Asian American history, American institutions and minority communities; Chinese American history and public education

Sau-Ling Wong, Assistant Professor
Ph.D. in English and American Literature, Stanford
Virginia Woolf, 20th century novel

ASTRONOMY

U.S. EDUCATED

Gibor Basri, Assistant Professor
Ph.D. in Astrophysics, Univ. of Colorado
Stellar atmosphere, chromoshperes and coronae

OTHER

Frank Shu, Full Professor
Ph.D. in Astrophysics, Harvard University

BIOCHEMISTRY

BIOMEDICAL & ENVIRONMENTAL HEALTH SCIENCES

U.S. EDUCATED

Edward Wei, Full Professor
Ph.D. in Pharmacology, UC San Francisco

U.S. EDUCATED

Robert Tjian, Full Professor
Ph.D. in Molecular Biology, Harvard University

BIOPHYSICS

BIOSTATISTICS

BOTANY

U.S. EDUCATED

O'Neill Ray Collins, Full Professor
Ph.D in Botany, Univ. of Iowa
Evolutionary genetics of fungi and slimemolds

BUSINESS ADMINISTRATION

OTHER

Sudipto Bhattacharya, Associate Professor
Ph.D. in Finance, Mass. Institute of Technology

P.K. Sen, Assistant Professor
Ph.D. in Accounting, Columbia University
Analysis of economic and political incentives for accounting disclosures.

J. George Shanthikumar, Associate Professor
Ph.D. in Business Administration, University of Toronto

CHEMICAL ENGINEERING

OTHER

David Soong, Associate Professor
Ph.D. in Chemical Engineering, UC Berkeley

CHEMISTRY

U.S. EDUCATED

William A. Lester, Jr., Full Professor
Ph.D. in Physical Chemistry, Catholic Univ. of America
Theory & Computation of molecular collision processes; Theoretical chemistry

Ignacio Tinoco, Jr., Full Professor
Ph.D. in Chemistry, University of Wisconsin, Madison
Nucleic Acids

OTHER

Sung Hou Kim, Full Professor
Ph.D. in Physical Chemistry, Univ. of Pittsburgh
Biophysical chemistry

Yuan T. Lee, Full Professor
Ph.D. in Physical Chemistry, UC Berkeley
Reaction dynamics and photochemistry

K. Peter Vollhardt, Full Professor
Ph.D. in Organic Chemistry, Univ. of London, England
Synthetic and mechanistic, organic and organometallic chemistry

CHICANO STUDIES

U.S. EDUCATED

Mario Barrera, Associate Professor
Ph.D. in Political Science, UC Berkeley
Theories of inequality, political economy of race relations and Chicano communities

Sylvia Lizarraga, Assistant Professor
Ph.D. in Spanish Literature, UC San Diego
Image of women in the works of contemporary Chicano writers, and new theories and methodologies for Chicano literary criticism

Margarita Melville, Associate Professor
Ph.D. in Anthropology, American Univ., Wash. D.C.
Chicano culture, ethnicity, and Central America

Carlos Munoz, Associate Professor
Ph.D. in Political Science, Claremont Graduate School
Race, class, and gender in Chicano and Third World political movements and ideologies

Alexander Saragoza, Associate Professor
Ph.D. in History, UC San Diego
Chicano history and the history of race and family; historical development of Mexican elites

Gary Soto, Assistant Professor
M.F.A., UC Irvine
Joint Appointment in the English Department
Creative writing, composition, and Third World literature

CITY & REGIONAL PLANNING

U.S. EDUCATED

Edward J. Blakeley, Full Professor
Ph.D. in Education, Columbia University
Community development, local economic development, rural development policy

Manuel Castells, Full Professor
Ph.D. in Sociology, University of Paris
Urban sociology, planning for developing nations

Robert B. Cervero, Assistant Professor
Ph.D. in Urban Planning, UCLA
Transportation planning

CIVIL ENGINEERING

OTHER

Anil K. Chopra, Full Professor
Ph.D. in Structural Engineering, UC Berkeley
Earthquake safety

Carlos Daganzo, Full Professor
Ph.D. in Civil Engineering, Univ. of Michigan, Ann Arbor

Mostafa A. Foda, Assistant Professor
Ph.D. in Civil Engineering, M.I.T.
Coastal Engineering

Povindar Mehta, Full Professor
D. Eng. in Mineral Technology, UC Berkeley

H.W. Shen, Full Professor
Ph.D. in Civil Engineering, UC Berkeley

CLASSICS

COMPARATIVE BIOCHEMISTRY

COMPARATIVE LITERATURE

COMPUTER SCIENCE

DEMOGRAPHY

DRAMATIC ART

ECONOMICS

OTHER

Pranab Bardhan, Full Professor
Ph.D. in Economics, Cambridge University, U.K.
International trade theory, economic development

EDUCATION

U.S. EDUCATED

Guy Benveniste, Full Professor
Ph.D in Sociology of Planning, Stanford University

Lily Wong Fillmore, Associate Professor
Ph.D in Linguistics, Stanford University
Bilingualism and education; second language acquisition; individual differences in language acquisition and use

Dean Bernard Gifford, Full Professor
Ph.D in Radiation Biology and Biophysics, Univ. of Rochester, NY
Intelligent tutoring systems; impact of technology on organizational behavior; science and public policy

Rodney J. Reed, Full Professor
Ph.D in Education, UC Berkeley
Educational administration, leadership, and personnel administration in schools; problems of urban schools; cultural pluralism and human diversity

Paul T. Takagi, Associate Professor
Ph.D in Sociology, Stanford University
Youth gangs and violence in the public schools; reforms in the use of coercive state powers

Guadalupe Valdez, Full Professor
Ph.D in Spanish, Florida State University
Applied Linguistics; first and second language learning and teaching; Spanish sociolinguistics

Sheila S. Walker, Associate Professor
Ph.D in Anthropology, University of Chicago
Women, education, and development in the Third World; dual socialization of Afro-American and other Third World women; education in non-Western societies; visual research methods

Staten W. Webster, Full Professor
Ph.D in Education, UC Berkeley
Instruction; educational applications of microcomputers; use of computer authoring systems in the development of CAI curricular; urban education; interpersonal and intergroup relations

ELECTRICAL ENG. & COMPUTER SCI.

OTHER

Nathan Cheung, Associate Professor
Ph.D. in Applied Physics, Cal Inst. of Technology
Integrated circuits

Leon Chua, Full Professor
Ph.D. in Electrical Engineering, Univ. of Illinois

Chenming Hu, Full Professor
Ph.D. in Electrical Engineering, M.I.T.

Ping K. Ko, Assistant Professor
Ph.D. in Electrical Engineering, UC Berkeley

E. S. Kuh, Full Professor
Ph.D. in Electrical Engineering, Stanford
Circuits and CAD

Kenneth K. Mei, Full Professor
Ph.D. in Electrical Engineering, Univ. of Wisconsin

Chittoor V. Ramamoorthy, Full Professor
Ph.D. in Computer Theory, Harvard University

Shankar Sastry, Associate Professor
Ph.D. in Elec. Eng./Comp. Sci, UC Berkeley

Pravin Varaiya, Full Professor
Ph.D. in Electrical Engineering, UC Berkeley

Shyh Wang, Full Professor
Ph.D. in Applied Physics, Harvard University

Eugene Wong, Full Professor
Ph.D. in Electrical Engineering, Princeton Univ.

Felix F. Wu, Full Professor
Ph.D. in Elec. Eng./Comp. Sci., UC Berkeley
Electrical Energy Systems

ENDOCRINOLOGY

ENGLISH

U.S. EDUCATED

Masao Miyoshi, Full Professor
Ph.D. in English, New York University
19th century British, the novel, modern Japanese literature, modern Japanese history, Dickens

OTHER

Abdul Janmohamed, Assistant Professor
Ph.D. in Literature, Brandeis University
Third World Anglophone Literature; Afro-American literature; literary theory

ENTOMOLOGY

U.S. EDUCATED

Louis A. Falcon, Full Professor
Ph.D. in Entomology, UC Berkeley
Economic entomology; biological control; insect pathology

Andrew Gutierrez, Full Professor
Ph.D. in Entomology, UC Berkeley
Agroecosystems analysis

Y. Tanada, Full Professor
Ph.D. in Entomology, UC Berkeley
Insect pathology

OTHER

Miguel Altieri, Associate Professor
Ph.D. in Entomology, Univ. of Florida
Biological control

Leopoldo Caltagirone, Full Professor
Ph.D. in Entomology, UC Berkeley
Biological control of agricultural pests

Isao Kubo, Associate Professor
Ph.D. in Organic Chemistry, Osaka Univ., Japan
Natural products chemistry

EPIDEMIOLOGY

FOLKLORE

FORESTRY & RESOURCE MANAGEMENT

FRENCH

GENETICS

U.S. EDUCATED

Anthony Otsuka, Assistant Professor
Ph.D. in Molecular Biology, UC San Diego
Molecular Biology

OTHER

Orman Granger, Associate Professor
Ph.D. in Geography, Univ. of Toronto, Canada

Z.R. Sung, Associate Professor
Ph.D. in Plant Physiology, UC Berkeley
Developmental genetics, biotechnology

GEOGRAPHY

OTHER

Hilgard Sternberg, Full Professor
Ph.D. in Geography, Lousiana State University

GEOLOGY & GEOPHYSICS

OTHER

Chi Yuen Wang, Full Professor
Ph.D. in Geophysics, Harvard
Geophysics

GERMAN

HEALTH & MEDICAL SCIENCES

HISPANIC LITERATURE

HISTORY

OTHER

Tulio Halperin-Donghi, Full Professor
Ph.D. in History, Univ. of Buenos Aires, Argentina

IMMUNOLOGY & MICROBIOLOGY

INDUSTRIAL ENGINEERING

ITALIAN

JOURNALISM

U.S. EDUCATED

William Drummond, Acting Professor
M.S., Columbia School of Journalism
Radio reporting and reporting foreign policy

JURISPRUDENCE

LANDSCAPE ARCHITECTURE

LATIN AMERICAN STUDIES

LAW

U.S. EDUCATED

James E. Crawford, Full Professor
J.D., University of Illinois
Commercial law, contracts, bankruptsy, ethics

Rachel F. Moran, Acting Professor
J.D., Yale University
Bilingualism and the law, criminal procedure, torts

Sho Sato, Full Professor
L.L.B., Harvard University
Local government, water rights, state and local taxation

LIBRARIANSHIP

LINGUISTICS

U.S. EDUCATED

William S. Wang, Full Professor
Ph.D. in Linguistics, Univ. of Michigan, Ann Arbor
Computers and linguistics; the evolution of language, acoustic phonetics, physiology of speech; Chinese linguistics

LOGIC & METHODOLOGY

MATERIALS SCIENCE & MINERAL ENG.

U.S. EDUCATED

Robert H. Bragg, Full Professor
Ph.D. in Material Science, Illinois Instit. of Tech.
X-ray technology, crystal growth, carbons

OTHER

K.V. Sastry, Full Professor
Ph.D. in Metallurgic Engineering, UC Berkeley

MATHEMATICS

U.S. EDUCATED

Shoshichi Kobayashi, Full Professor
Ph.D. in Mathematics, Univ. of Washington, Seattle
Geometry

Alberto Grunbaum, Full Professor
Ph.D. in Mathematics, Rockefeller University

OTHER

Wu Yi Hsiang, Full Professor
Ph.D. in Mathematics, Princeton University

Tosio Kato, Full Professor
Ph.D. in Mathematics, Univ. of Tokyo, Japan

Tsit Yuen Lam, Full Professor
Ph.D. in Mathematics, Columbia University
Abstract Algebra

Hung Hsi Wu, Full Professor
Ph.D. in Mathematics, Mass. Institute of Technology
Geometry

MECHANICAL ENGINEERING

OTHER

Fai Ma, Assistant Professor
Ph.D in Applied Math, Cal. Institute of Technology

Hari Dharan, Associate Professor
Ph.D in Mechanical Engineering, UC Berkeley
Design and manufacturing

Carlos Fernandez-Pello, Associate Professor
Ph.D in Engineering Science, UC San Diego

Roberto Horowitz, Assistant Professor
Ph.D in Mechanical Engineering, UC Berkeley
Dynamic systems and controls; robotics

Chieh Su Hsu, Full Professor
Ph.D in Mechanical Engineering, Stanford Univ.

Shiro Kobayashi, Full Professor
Ph.D in Mechanical Engineering, UC Berkeley
Material Processing and Design

Boris Rubinsky, Associate Professor
Ph.D in Mechanical Engineering, MIT

Chang Lin Tien, Full Professor
Ph.D in Mechnical Engineering, Princeton University
Heat transfer

Masayoshi Tomizuka, Full Professor
Ph.D in Mechanical Engineering, MIT

MEDICAL ANTHROPOLOGY

MICROBIOLOGY & IMMUNOLOGY

OTHER

Hiroshi Nikaido, Full Professor
M.D., Keio University, Japan
Microbiological physiology; baterial membranes

Hitoshi Sakano, Assistant Professor
Ph.D in Molecular Biology, Univ. of Kyoto, Japan

MOLECULAR BIOLOGY

MUSIC

U.S. EDUCATED

Olly Wilson, Full Professor
Ph.D in Music Composition and Theory, Univ. of Iowa
Music composition, contemporary music, African and Afro-American music

NATIVE AMERICAN STUDIES

U.S. EDUCATED
Marcia Herndon, Associate Professor
Ph.D in Anthropology, Tulane University
Ethnomusicology, research in Southeastern tribes in the United States

Clara Sue Kidwell, Associate Professor
Ph.D in History, University of Oklahoma
17th century scientific societies

Al Logan Slagle, Assistant Professor
J.D., Loyola University
Native American tribal governments, federal Indian Law, public health, treaty rights

Terry P. Wilson, Associate Professor
Ph.D in History, Oklahoma State University
History of the Osage Nation, Native American history and comparative analysis of people of mixed blood in the United States; 19th and 20th century Native American history and Indian relations with federal government

NAVAL ARCHITECTURE

OTHER

Ronald W. Yeung, Full Professor
Ph.D in Engineering, UC Berkeley
Fluid mechanics. ship hydrodynamics, wave forces, numerical modeling

NEAR EASTERN LANGUAGES & RELIGION

NEUROBIOLOGY

NUCLEAR ENGINEERING

NUTRITION

NUTRITIONAL SCIENCES

U.S. EDUCATED

Ricardo O. Castillo, Assistant Professor
M.D., UC San Diego
Perinatal and infant nutrition, nutrition in Spanish-speaking populations, carbohydrate intolerance

George W. Chang, Associate Professor
Ph.D. in Biochemistry, UC Berkeley
Affects of diet and disease on intestinal microbiology and physiology, etiology of colon cancer

Benito O. de Lumen, Associate Professor
Ph.D. in Agricultural Chemistry, UC Davis
Biochemical and nutritional studies on the winged

bean; lipid peroxidation and antioxidant protection; use of molecular biology to improve nutritional and functional properties of legumes

Jonas E. Richmond
Ph.D. in Biochemistry & Biophysics, Univ. of Rochester
Membrane and cell-cell interaction, cell recognition; histogenesis, neurogenesis, synapo-genesis, development lesions, functional deficits and effect of nutrition, hormonal modulation of development, glycoprotein function and metabolism

ORIENTAL LANGUAGES

OTHER

Haruo Aoki, Full Professor
Ph.D. in Linguistics, UC Berkeley
Japanese and Native American Linguistics

Kun Chang, Full Professor
Ph.D. in Linguistics, Yale University

H. Samuel Cheung, Associate Professor
Ph.D.in Oriental Languages, UC Berkeley

Francis T. Motofuji, Associate Professor
Ph.D. in Oriental Languages, Stanford University

PALEONTOLOGY

PHILOSOPHY

U.S. EDUCATED

Charles Chihara, Full Professor
Ph.D. in Philosophy, Univ. of Washington, Seattle

OTHER

Kwong Loi Shun, Assistant Professor
Ph.D. in Philosophy, Stanford
Ethics and Chinese philosophy

PHYSICAL EDUCATION

PHYSICS

U.S. EDUCATED

Steven Louie, Full Professor
Ph.D. in Physics, UC Berkeley
Condensed matter, theoretical physics

Harry L. Morrison, Full Professor
Ph.D. in Theoretical Chemical Physics, Catholic Univ.
Theoretical statistical physics

OTHER

Orlando Alvarez, Assistant Professor
Ph.D. in Physics, Harvard University

Raymond Chiao, Full Professor
Ph.D. in Physics, Mass. Institute of Technology

Yuen Ron Shen, Full Professor
Ph.D. in Physics, Full Professor
Solid state physics

Mahiko Suzuki, Full Professor
Ph.D. in Physics, University of Tokyo
Theoretical physics

Peter Y. Yu, Full Professor
Ph.D. in Physics, Brown University
Semiconductor physics

PHYSIO-ANATOMY

U.S. EDUCATED

Roger Tsien, Associate Professor
Ph.D. in Physiology, Cambridge University
Cell biology, molecular engineering

OTHER

Hsiao Ping Moore, Assistant Professor
Ph.D. in Chemistry, Cal. Institute of Technology

OPTICS

PLANT PATHOLOGY & PHYSIOLOGY

POLITICAL SCIENCE

OTHER

Vinod Aggarwal, Assistant Professor
Ph.D. in Political Science, Stanford

Jyotirindra Das Gupta, Full Professor
Ph.D. in Political Science, UC Berkeley

PSYCHOLOGY

U.S. EDUCATED

Enrico E. Jones, Associate Professor
Ph.D. in Psychology, UC Berkeley
Cross-cultural psychology, psychotherapy research, minority issues

Joe L. Martinez, Full Professor
Ph.D. in Psychology, University of Delaware
Neurobiology of learning and memory, cross-cultural psychology: acculturation

PUBLIC POLICY

RHETORIC

ROMANCE LANGUAGES & LITERATURE

SCANDINAVIAN LANGUAGES & LITERATURE

SCHOOL OF PUBLIC HEALTH

U.S. EDUCATED

David E. Hayes-Bautista, Associate Professor
Ph.D. in Medical Sociology, UC San Francisco
Sociology of health policy, Chicano health policy, health services in Mexico and Latin America, primary care

Octavio Romano, Associate Professor
Ph.D. in Anthropology, UC Berkeley
Institutional structure and change, and their impact for health

Chin Laing Chaing, Full Professor
Ph.D. in Biostatistics, UC Berkeley
Theory of stochastic processes with emphasis on probability models for the lift table, competing risks and other topics involving migration, survival, illness and mortality

Eddie Wei, Full Professor
Ph.D. in Pharmacology, UC San Francisco
Pharmacology and environmental toxicology

OTHER

Jose Joel Garcia, Assistant Professor
J.D., Boalt Law School
Legal and administrative aspects of primary health care services and their delivery; emphasis on access, clinician-patient relationships.

SCIENCE & MATH EDUCATION

SLAVIC LANGUAGES & LITERATURE

SOCIAL WELFARE

U.S. EDUCATED

Jewelle Taylor Gibbs, Associate Professor
Ph.D. in Clinical Psychology, UC Berkeley
Adolescent psychopathology and delinquency, ego psychology (coping and adaptation), minority mental health, methods of intervention and treatment

Lonnie R. Snowden, Jr., Associate Professor
Ph.D. in Clinical Psychology, Wayne State University
Mental health services to underserved groups, social support

Yu Wen Ying, Assistant Professor
Ph.D. in Clinical Psychology, Wayne State Univ.

SOCIOLOGY

U.S. EDUCATED

Tomas Almaguer, Assistant Professor
Ph.D. in Sociology, UC Berkeley
Chicano studies, race relations, social stratification, historical sociology

Troy Duster, Full Professor
Ph.D. in Sociology, UCLA
Deviance, social movements, law

Harry Edwards, Associate Professor
Ph.D. in Sociology, Cornell University
Sociology of sport, family, race relations

Martin Sanchez-Jankowski, Assistant Professor
Ph.D. in Sociology, Mass. Institute of Technology
Deviance, political sociology, survey methods, ethnic politics

SOIL SCIENCE

SOUTH & SOUTHEAST ASIAN STUDIES

OTHER

Padmanabh Jaini, Full Professor
Ph.D. in Buddhist Literature, Univ. of London, England

SPANISH AND PORTUGUESE

OTHER

Milton Azevedo, Associate Professor
Ph.D. in Linguistics, Cornell University

Jose Durand, Full Professor
Ph.D. in Philosophy, National Univ. of S. Marcos

STATISTICS

U.S. EDUCATED

David Blackwell, Full Professor
Ph.D. in Mathematics, University of Illinois
Bayseyan statistics and game theory

OTHER

Ching Shui Cheng, Associate Professor
Ph.D. in Mathematics, Cornell University
Statistics

WILDLAND RES. SCIENCE

WOOD SCIENCE & TECHNOLOGY

ZOOLOGY

OTHER

Satyabrata Nandi, Full Professor
Ph.D. in Zoology, UC Berkeley

Resources Directory

Getting Settled
Housing, Childcare, Parking

CHILDCARE ON CAMPUS

Campus Child Care
2537 Haste
642-1827

Child Care Services provides child-care for the children of registered students. They are open Monday through Friday, 9-5, and accept children from the ages of 3 months to 9 years. Eligibility is based on income, and the activity of the parents, with priority being given to single parents. The application deadline is November 21, for the Spring semester.

There are a limited number of spaces available, and they fill up fast, so you may need to look into other sources of child-care.

Albany Village Child Care
1140 9th Street, Albany, CA
525-2800

For students living in Albany village, the Albany Children's Center may be a much better alternative. The facilities are excellent, the staff is professional and extremely supportive. This child care center has far longer hours than the UC child care. Minimum age, however, is two. The Albany Children's Center also offers a very good after-school program from Kindergarten to 2nd grade. Open 7 am to 6 pm daily.

COMMUNITY CHILD CARE

Bananas Referral Service
6501 Telegraph Ave., Oakland, CA
658-7101

Centro Infantil de la Raza
6501 Telegraph Ave., Oakland, CA
463-3171

Centro Infantil de la Raza Annex
314 E. 10th St., Oakland, CA
839-5773

Gymboree
Alameda County: 794-1444
Contra Costa: 284-9097

Hintil Kuu Ca
11850 Campus Dr., Oakland, CA 94619
531-9203

La Leche League
796-3740

Parental Stress Services
1727 Martin Luther King, Jr. Way, Suite 109
Oakland, CA
893-9230

Parent's Place
1520 Catalina Court, Livermore, CA 94550
443-2727

Project Vida Children's Center
1000 Camelia, Berkeley, CA
525-1463

Urban Indian Child Resource Center
(ICWA Program)
390 Euclid Ave., Oakland, CA 94610
832-2386

HOUSING

Housing Office
2401 Bowditch St., Berkeley, CA 94720
642-3106
2400 Durant Ave., Berkeley, CA 94720
642-3642

In case you didn't know already, it is extremely difficult to find housing in the Bay Area. Rents are high, and the vacancy rate in Berkeley is extremely low. Over the last year, the Housing Office has been divided into two branches which separately handle community and university sponsored housing. Matters regarding dormitories and campus food services are handled at the Bowditch location. Listings of available off-campus housing can be found at the Durant office. But be sure to bring your registration card or letter of admission; otherwise you won't be allowed in. Office hours are Mon-Fri 8:30 am to 4:30 pm.

ASUC Renter's Assistance Project
304 Eshleman Hall, Campus
642-1755

Given the low vacancy rate in Berkeley, as well as the different rent ordinances in the Bay Area, you may run into problems with your landlord. If you do, get in touch with the ASUC Renter's Assistance Project. This service provides advice and counseling on renter' problems, rights as a tenant under the Berkeley rent control law, and will help you with small claims court.

PARKING

Parking Office
2427 Dwight Way 642-4283

Students who plan to drive to school may obtain a parking sticker from this office. The parking stickers will entitle you to park in the various campus parking lots. There is usually a $0.75 daily parking fee in addition to the annual sticker fee. Students may find this a remedy to the severe parking problems which exist on campus.

Berkeley TRIP
Chamber of Commerce
1834 University Avenue, Berkeley, CA 94703
644-POOL (644-7665)

If you want to avoid the hassle of parking, you may consider the services of Berkeley TRIP. This is a free transportation service available to answer your transit, ridesharing, and parking questions. TRIP acts as your link to AC Transit, Bay Area Rapid Transit (BART), rides for Bay Area Commuters, Caltrans Park and Ride Lots, Carpools, Bikepools, and many other aspects of transportation.

Paying the Bills
Financial Aid

The Office of Financial Aid
201 Sproul Hall
642-0485

When applying for financial aid, remember that there are thousands of other students also applying for aid of one kind or another. Be prepared for long lines and a lot of red tape! Also, keep in mind that you must reapply for financial aid each academic year, and be sure to keep your dated receipts and copies of all documents to prove that your materials were submitted.

The Office of Financial Aid has a Graduate/Law Student Financial Aid component that deals specifically with your needs as a graduate/law student. The assistant director responsible for administering the program is Vince DeAnda. The counselors to call for assistance: Maximino Martinez, John Choppy, and Melinda Givens. Remember, these people are there to help you, so with patience and cooperation your needs should be taken care of sufficiently.

Graduate Minority Program
1 California Hall
642-5727

The Graduate Minority Program provides financial assistance to students from groups which have been traditionally underrepresented in graduate and professional education programs. The University has identified Blacks, Chicano/Mexican Americans and American Indians as most severely underrepresented. Asians underrepresented in certain fields are also eligible. U.S. citizenship is required. Applications are included in the Graduate Division admission/fellowship packet.

Those students who receive financial aid through GMP will find the staff very helpful. They determine the amount of your award on the basis of financial need. Aid ranges anywhere from just the cost of fees to $5,300 plus fees. Awards can be renewed for a maximum of two years total. Questions regarding your eligibility or award should be directed to them.

Career Planning and Placement Center
111 Wheeler Hall
642-0440

The Career Planning and Placement Center helps with clarifying career objectives, teaches job search skills, provides extensive on-campus interviewing

opportunities, and lists openings for full-time, part-time, summer employment, and internships. Advisers can assist with any aspect of the career planning and placement process. Special assistance is available for students whose disabilities may require creative solutions to problems of career planning or job hunting.

Offices to Know

Graduate Administration

The Graduate Division
1 California Hall

The Graduate Division is organized into units, each responsible for administering one area of graduate student affairs. As a student, you will deal principally with six of these units: Admissions, Degrees and Petitions, Student Appointment, Graduate Minority Program, Fellowships, and the Graduate Dean's Office. Questions you have about any aspect of your academic progress should be directed to the appropriate unit of Graduate Division. The staff members will refer you to the proper unit or resource if they are not able to solve the problem themselves. Office hours are 9:00am to 11:45am and 1:00pm to 4:00pm.

Here is a brief overview of the six units:

Admissions
642-7405

Everyone who applies to graduate study at UC Berkeley has his or her application evaluated by the Graduate Admissions unit, which is responsible only for insuring that the application forms are complete. Applications are then sent to the departments for review. The departments recommend acceptance or denial, and official notification is sent to the applicants by the Graduate Division.

NOTE: It is your responsibility to contact the particular department you are interested in to determine what other application forms are needed for that department.

Degrees and Petitions
642-7330

The Degrees and Petitions unit is responsible for advising students on filing dates, theses and dissertation guidelines, and other matters pertaining to completing degree requirements. The staff will advise students as to which forms and procedures are needed to add or drop classes, change grades, remove incompletes, and change majors or programs. Requests for extensions on filing fees and waiving registration fees are processed by this unit, which also administers the Normative Time Program.

In many cases, particularly for petitions, the Dean's approval is needed. The Degrees and Petitions staff will contact the appropriate dean.

All forms requiring the Dean's signature should be taken to the Degrees and Petitions Desk in Room 1, not to the Graduate Dean's Office in Room 110.

Student Academic Employment
642-7101

The student appointments staff processes all employment forms for academic positions such as research and teaching assistantships. Most questions about employment should be directed to your department.

Graduate Minority Program
642-5727

Those students who receive financial aid through the Graduate Minority Program will find the GMP staff very helpful. They determine the amount of your award (based on your financial need assessment), process the necessary forms, and verify your academic progress. Questions or concerns regarding your awards should be directed to them.

Fellowships
642-0672

The Fellowships staff oversees the University fellowship competition. The staff will advise you on eligibility for various fellowships and application procedures and deadlines.

Graduate Dean's Office
642-5472

The Graduate Division is administered by the Dean of the Graduate Division and three half-time Associate Deans. Each dean is responsible for particular areas of the Graduate Division, such as admissions, fellowships, degrees and petitions, affirmative action, and so on. The deans have offices in 110 California Hall.

It is helpful to point out the areas that the deans do not have responsibility for:

Advising on courses or graduate programs. These questions should be taken to the Graduate Advisor in your department.

Appeals for admission to graduate degree programs. Admission to programs is a departmental decision. Appeals should be made to the chair of the department.

General advising on degree matters such as petitions or thesis filing. Graduate Division staff in 1 California Hall will advise you.

The student problems the deans review are primarily those referred to them by one of the Graduate Division units. You should always go first to the appropriate unit of the Graduate Division with questions or concerns.

If you are advised to speak to a dean, or feel that it is necessary to present your case to a dean, keep in mind the following points:

1. Deans will not see students on a drop-in basis;
2. In virtually all cases you will be required to

present a letter explaining your problem to the appropriate dean. The dean will review your letter and your file and decide whether to call you, answer your question by mail, or set up an appointment time with you;

3. If you wish to appeal a decision a dean has made, a new letter, presenting new evidence that may have bearing on your case, should be submitted to the dean. If possible, your faculty adviser or research director should also write a letter to the dean, supporting your position.

The Professional Development Program — Graduate Level
230 Stephens Hall
Director: Roy Thomas
642-6680

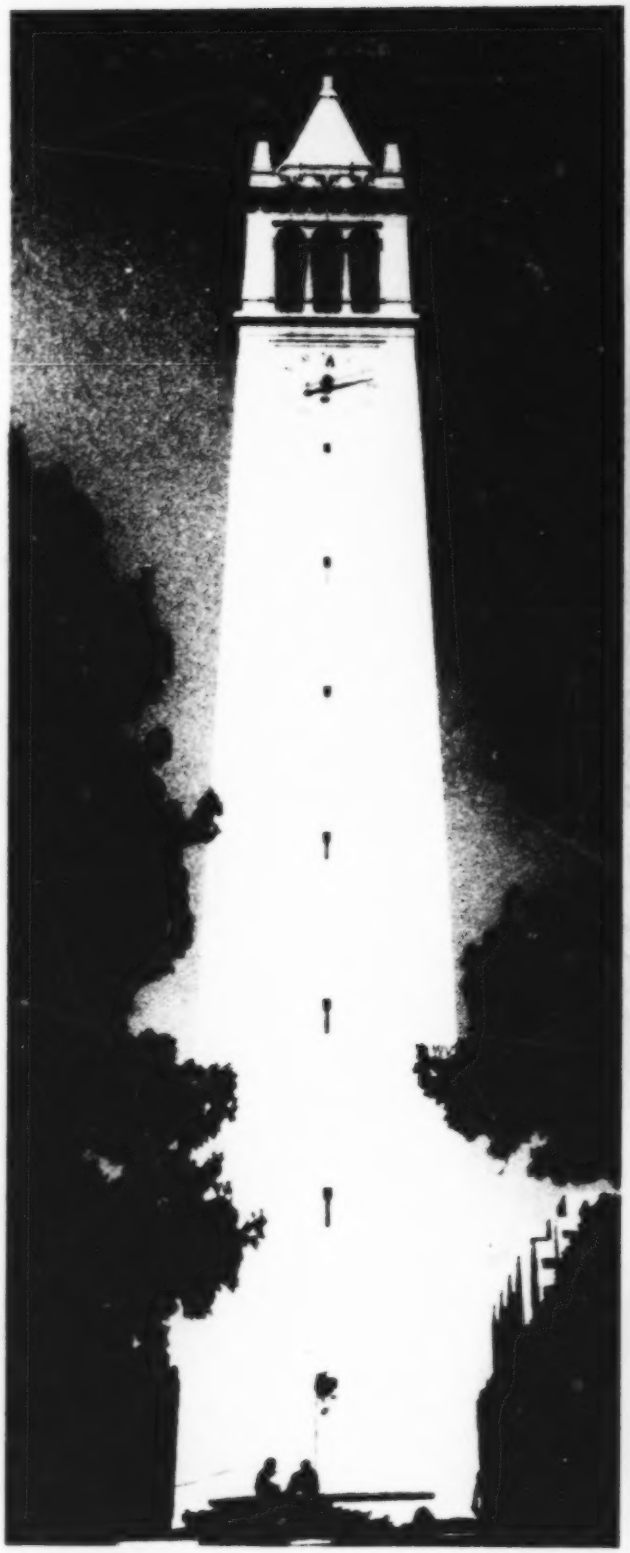
The Professional Development Program (PDP) is a student affirmative action program at the Berkeley campus. The purpose of PDP is to increase the numbers and percentages of minority and women students who enter and complete college and graduate programs in engineering, the physical and biochemical sciences, and business administration.

The graduate level component of the PDP was revived in the fall of 1980 by University of California systemwide and the Graduate Division as part of their joint effort to increase the number of minorities in advance degree programs. Toward this end PDP 1) identifies, encourages and recruits qualified minority and women students for graduate and professional training at Berkeley, 2) provides a range of supportive services that enable these students to maintain the highest of academic standards while they are completing advance degrees in a field in which they are underrepresented, and 3) assists these students in gaining professional entry into these fields.

Students qualified for this program are assisted in obtaining financial aid from the university for tuition and supplies on the basis of need. PDP also sponsors a "Minority Distinguished Lecturer" series and a summer computer training course especially for graduate minority students. Look out for their programs and stop by and visit the staff.

American Indian Graduate Program
Building T-7, Room 216
Director: Elaine Walbroek
642-3228

The American Indian Graduate Program (AIGP) assists American Indian students who are interested in receiving their Masters at UC Berkeley in fields such as Public Health, Social Welfare, and others. They provide counseling and advising on financial and academic matters.



Putting Your Nose to the Grindstone

Libraries, Research Centers and Bookstores

LIBRARIES

The Main Library (Doe)
642-6657

There is a wide range of library facilities at the University of California. The General Library system encompasses the Main Library, Moffitt Undergraduate Library, The Bancroft Library, and twenty-two branch libraries. In addition, special libraries and collections are maintained by some departments, colleges, professional schools, organized research units, and other groups.

The main library, Doe, houses an extensive collection of books, a current periodical room, a reference service which offers assistance in the bibliographical tasks of research, a department containing official documents of federal, state, county, municipal and international governments and a lot more!

It is advisable to reserve a carrel at the beginning of the school year where you can keep your library books. Do this during registration week at the Circulation Desk. It is not recommended that you leave personal belongings in your carrels. Also, for women students, it is safer to get a carrel on a realitively busy floor (9th, 7th, 3rd) since the stacks can be deserted at times.

The Main Library provides various services which will be helpful for completing your research. These services include:

The Interlibrary Borrowing Service which allows faculty, students and staff to obtain library materials not available on the UC Berkeley campus from other libraries in the country and abroad. Call 642-7365 for more information.

The Stanford/Berkeley Cooperative Program allows faculty and graduate students access to materials housed in Stanford University Libraries. You can obtain a Program Borrower's Card on the second floor of the Main Library. For more information on this program, call 642-3403.

Moffitt Undergraduate Library
642-5070

Moffitt provides an open stack of basic books and periodicals which encompasses the humanities and social sciences, contemporary books and required texts for classes. Although Moffitt is an undergraduate library, it is important to keep in mind that it stays open longer than the Main (Doe) Library. Also, keep in mind that Moffitt is the busiest (and noisiest) library on campus. Moffitt is also known for their steep fines for overdue books. For a one-day loan, there is a grace period of 2 hours from the time due. Thereafter, there is a $5.00 fine for the first day and a $2.00 fine for every subsequent day that it is late. With a seven-day loan, there is a grace period of three days, after which there is a $5.00 fine for the first day and a $1.00 fine for every subsequent day that it is late. The maximum fine for both loans is $15.00. After two weeks, however, you will be billed for replacement of the book.

Bancroft Library
642-6481

The Bancroft Collection documents the history of Western North America, especially California and Mexico. Primary source materials and historical and biographical works are acquired. California collections in all periods of the state's development are unsurpassed. Also in the library are transcriptions of tape-recorded recollections of persons who have contributed to the development of the West and the nation.

The African American Reading Room
342 Dwinelle Hall
642-6378

The African American Reading Room was founded by Azizi Rashad. It is a departmental collection primarily for reference purposes. The room is open to faculty, students, and people from the community. Most of the material is non-fictional including such topics as African American history, culture, literature, art and economics. There are also African American reference works and biographies. The periodical and journal section is extensive. A doubling of the collection is anticipated.

Asian American Studies Library
101 Wheeler Hall
642-2218

The Asian American Studies Library collects materials on various aspects of the Asian American experience, especially history and contemporary issues relevant to Asian, Indian, Chinese, Pilipino, Japanese, Korean, and Indo-Chinese Americans, and to Asians overseas.

Holdings include monographs, serials, theses and dissertations, conference papers, student research papers, and non-print media. The library also houses an important Chinese American Research Collection that includess Chinese American documents in Chinese and English such as letters, diaries, minutes, personal papers, bylaws of Chinese American organizations, manuscripts, etc. It keeps a special file of Asian American community newsletters and has a comprehensive collection of Asian American community newspapers in Chinese, Japanese, and English available in the United States from the late nineteenth century to the present. There is a slide collection on Asian American history and posters by Asian American artists of community events.

Chicano Studies Library
103 Wheeler Hall
642-3859

Founded in 1969, the Chicano Studies Library, Berkeley has developed into one of the nation's leading research collections specializing in Chicano Studies Material. The Library boasts of a well-defined collection of primary and secondary sources which range from unpublished student papers to doctoral dissertations and which includes material in all formats, languages, and levels of use.

Presently, the excellent information resource on Chicanos consists of approximately 4,500 books and monographs, 600 newspaper and journal titles, 1,000 doctoral dissertations, 3,500 pamphlets and xeroxed journal articles, 4,000 art slides, 800 posters, and 100 records and tapes.

The Native American Library
103 Wheeler Hall
642-2793

The Native American Library (NAL) was established in 1970 by the Native American Student Association. The NAL has developed a research collection that reflects the total American Indian experience. Emphasis is on primary sources; however, we have excellent secondary sources and many diverse audio-visual materials. Especially well covered areas include government documents, the federal Indian law, and the ethnology of the American Indian.

DEVELOPMENT/SUPPORT SERVICES

The Student Learning Center
T-8 Building
642-7332
Golden Bear Building
642-7022

The Student Learning Center offers a number of services of interest to graduate students. The first of these is a course in reading speed and comprehension, which is aimed at students with long reading lists in advanced courses. Reading staff members are available for consultation on writing assignments. Classroom instruction is supplemented by self-study materials on video cassettes and micro computers. A second area of interest to graduate students is small-group and individual assistance in statistics classes offered by various departments.

Computer Services
247 Evans Hall
642-7355

To use a computer for an academic project, pick up a form at your department or at the Computer Center Accounting Office in 239 Evans. You must have the approval of your faculty adviser and department chair. The computer center also offers free classes for various computer systems.

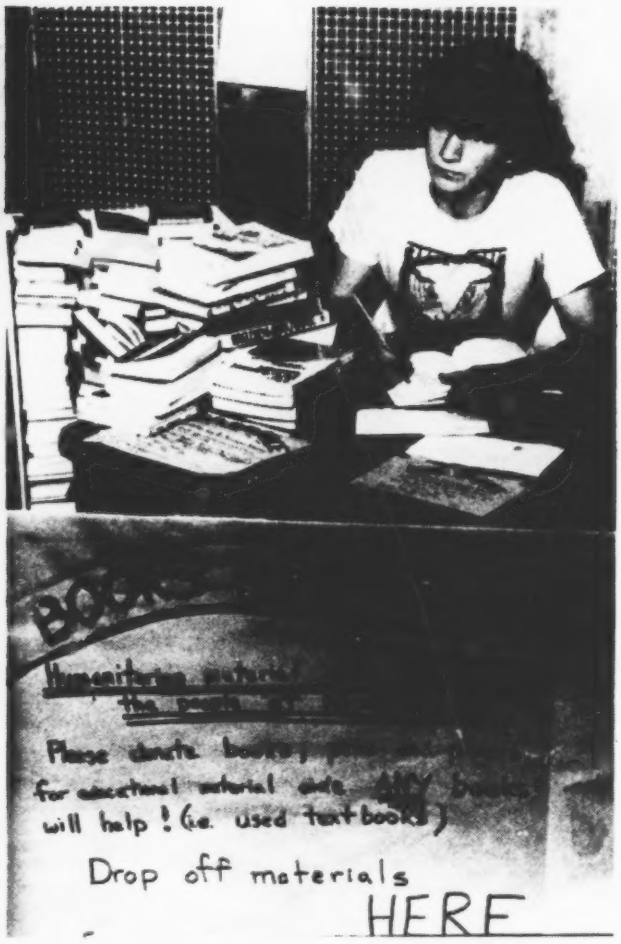
Language Laboratories
B-40 Dwinelle Hall
642-0767

All students are welcome to use the language labs, even if you are not currently enrolled in a language course. They have tapes of all languages taught on campus, and will often provide the text if you are trying to teach yourself a language without enrolling in a class.

CAMPUS RESEARCH CENTERS

Center for Latin American Studies
2334 Bowditch
642-2088

The Center for Latin American Studies (CLAS), affiliated with the Institute of International Studies,



coordinates the Latin American program on the Berkeley campus. CLAS provides the operational base for the Berkeley-Stanford Joint Center, the Program in Mexican Studies and the Brazil Project and serves as the administrative home of the M.A. and Ph.D. programs in Latin American studies. The Center also supports public lectures, colloquia, conferences, and visiting faculty and researchers; provides a wide variety of administrative services to graduate and undergraduate students; and coordinates collaborative programs with Stanford University.

Program in Mexican Studies
2334 Bowditch
642-2088

The Berkeley Program in Mexican Studies serves to coordinate teaching and research on Mexico at the Berkeley campus. Building on Berkeley's rich faculty and library resources in Mexican studies, the program supports visiting faculty and researchers, student and faculty research, library collection development, scholarly exchanges with Mexican institutions. The Program also promotes work on issues of urban development and administration, labor, industrialization, political economy, public health, international trade, natural resources, and popular movements. The Program also acts as Berkeley campus liaison with the multi-campus Consortium on Mexico and the United States.

Institute of Industrial Relations
Center for Labor Research and Education
2521 Channing Way
642-0323

The Center for Labor Research and Education grew from the need to address the complex issues of the American labor movement such as inflation, unemployment, health and safety. California labor leaders, recognizing the role education might play in confronting these issues, urged for the formation of the Center on the Berkeley Campus. The Center offers a variety of labor education programs matched to the needs and structure of local unions, international, central labor bodies and district or trade councils. The Center also houses a library with a wide selection of publications, information packets, slide shows and films, as well as a health and safety library including a collection of factsheets, reference books, manuals, journals, and government regulations.

The Institute for the Study of Social Change
2420 Bowditch Street
642-0813

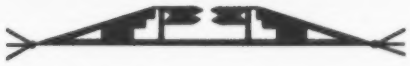
The Institute for the Study of Social Change is an Organized Research Unit on the campus devoted to studies that will increase understanding of the mechanisms of social change, and the development of techniques and methods to assist the direction of social change for the general improvement of social life. It has the special mandate to conduct research and to provide research training on matters of social stratification and differentiation, including the condition of both economically and politically depressed minorities as well as the more privileged strata.

The primary academic disciplines represented and subspecialities include social and cultural anthropology, sociology, and social psychology. Allied fields include architecture and city planning, education, economics, history, and political science.

The Institute has on its staff a number of distinguished professors in the social and behavioral sciences. The Institute also houses a pre-doctoral training program, funded by the National Institute of Mental Health, designed to train behavioral scientists to increase understanding of institutional supports that sustain privilege and inequality.

The Institute of International Studies
215 Moses Hall
642-2547

The Institute of International Studies is the primary institution on the Berkeley campus devoted to advancing research and teaching in international, comparative, and area studies. It is multidisciplinary and multifunctional, and relates to a wide range of



academic departments through its array of activities and programs. These include, among other things, large-scale research projects, individual faculty and student research programs, seminars and colloquia, lectures, international conferences, teaching programs, a visiting fellows program, special library facilities, and publication of research monographs and policy-oriented studies.

The Institute of Governmental Studies
119 Moses Hall
642-1473

The Institute of Governmental Studies is an Organized Research Unit of the University of California, Berkeley, concerned with public policy, public organization and administration, urban metropolitan problems, federalism, and intergovernmental relations. The Institute conducts research, publishes monographs, periodicals, and papers; and sponsors workshops and seminars. IGS hosts and provides service to faculty members and affiliates, researchers, visiting scholars, students, policymakers, and members of the public. IGS has a unique reference library with more than 380,000 documents, periodicals, and publications on government and public affairs.

Survey Research Center
2538 Channing Way
642-6578

The Survey Research Center (SRC) is an Organized Research Unit of the University of California, Berkeley, operating under the jurisdiction of the Berkeley Graduate Division. It was established as the principal unit for survey and related social research methods on the Berkeley campus, and has played that role for more than two decades. SRC has built up an impressive record of performance in professional social research, with a strong dedication to quality control and to introduction of new methodologies. Our intention is to continue that tradition in carrying out the Center's main functions in serving its various constituencies.

COMMUNITY RESEARCH CENTERS

Africa Resource Center
464 19th Street, Oakland, CA
835-4692

African American Historical and Cultural Society
Fort Mason Center, Bldg. C, Room 165
San Francisco, CA 94123
441-0640

Centro de Informacion de la Raza
3174 24th St., San Francisco, CA 94110
826-5855

Nicaraguan Information Center
c/o David Mayer, PO Box 1004, Berkeley, CA 94702

BOOKSTORES

A Woman's Place
4015 Broadway, Oakland, CA
547-9920; Open 10-6
Specializes in books by and about women.

Bookworks
2848 Mission St., San Francisco, CA
648-3324

China Books and Periodicals
2929 24th St., San Francisco, CA
282-2994

City Lights
261 Columbus Ave., San Francisco, CA
362-8193

Cody's
2454 Telegraph Ave., Berkeley, CA
845-7832; Open 9:15 - 10:45

European Book Company
925 Larkin St., San Francisco, CA
474-0626
Specializes in foreign language books.

Everybody's Book Store
1541 Grant, San Francisco, CA
781-4989

Holmes Book Co.
22 3rd St. at Market, San Francisco, CA
274 14th St. Oakland, CA
362-3283

Marcus Book Stores
3700 Martin Luther King Way, Oakland, CA
1712 Filmore, San Francisco, CA
653-6666
Specializes in books by and about Black people.

Modern Times
968 Valencia, San Francisco
282-2946
Specializes in leftist literature.

Moe's
2476 Telegraph Ave., Berkeley, CA
849-2087

Old Wives Tales
1009 Valencia, San Francisco, CA
821-4675
Specializes in books by and about women.

Serendipity
1790 Shattuck Ave., Berkeley, CA
841-7455

Shakespeare and Co.
2499 Telegraph Ave., Berkeley, CA
841-8916

The Upstart Crow and Company
2 Shattuck Square, Berkeley, CA
845-5712

University Press Books
2430 Bancroft Way, Berkeley, CA
548-0585

Getting Involved
Social, Cultural & Political Life

THE GRADUATE ASSEMBLY

The Graduate Assembly
Anthony Hall
642-2175

The Graduate Assembly is the graduate branch of the student government which represents and serves all graduate students on the Berkeley campus. As the graduate component of the ASUC, the GA is responsible for the development and advocacy of policies on issues of concern to graduates at the campus, systemwide and statewide levels.

How to become a delegate: The GA is made up of student representatives from all departments. The graduate students in each department or group are entitled to send one delegate (representative) for every 100 students enrolled in that department to the Graduate Assembly. If you want to get involved, or need assistance in setting up elections in your department, contact the GA's Departmental Liason at 642-2175.

The Assembly meets evenings the second Tuesday of each month. At the meetings, officers and delegates share information about issues, discuss policy and action recommendations, and make decisions about the activities and direction of the GA. The Chair and Co-Chair for Academic Affairs are responsible for campus and academic issues and work with the UC Berkeley administration and the officers of the ASUC. The Co-Chair for External Affairs is our lobbyist on city, state and national issues such as tuition, housing, university funding, etc. The following are the officers and staff for the 1985-86 academic year:

Chair: **Sumi Cho**
Co-Chair-External Affairs: **Michael Berry**
Co-Chair-Academic Affairs: **Roger Myers**
Graduate Council Representatives: **Viviana Wolinsky, Lana Campbell, Mark Henderson**
Administrative Coordinator: **Eleanor Walden**
Office Manager: **Christy Canaparo**
Clerical Assistant: **Eloise Castillo**
Accounts Supervisor: **Catherine Carey**
New Graduate Orientation Coordinator: **Madeline Clark**
Berkeley Graduate Editor: **David Pickell**
TA Training Project Coordinator: **Robby Cohen**
Educational Improvement Grant Program Coordinator: **Sylvia Quast**
Graduate Minority Students' Project Co-Coodinators: **Lupe Gallegos-Diaz and Jocelyn Romero-Demirbag**
Graduate Women's Project Co-Coordinators: **Lula Fragd and Katherine Day**
Fellowships Coordinator: **Sabrina Sorraco**

The Graduate Minority Students' Project: This is your Project! The Graduate Minority Students' Project, housed at the Graduate Assembly, serves as a support system, as resource, a network, and an advocate for graduate minority students on the Berkeley campus.

The Project assists individual students and various graduate minority student organizations through such services as *Diversity and Excellence: A Handbook for Graduate Minority Students*, counseling, drop-in appointments; and sponsorship of academic symposiums, cultural activities, and social gatherings.

The Project provides a voice for graduate minority students by communicating their concerns to Berkeley campus faculty and administrators, and by representing graduate minority students' interests in campus and university-wide affirmative action committees.

The effect of the project is to assist in the creation of a more culturally diverse student body by promoting increased enrollment and retention of graduate minority students, enhancing the educational environment for these students, and influencing university policies affecting affirmative action on this campus.

The success of the project depends upon your participation and involvement. Remember that GMSP is here to address our concerns; use it as the first place to go in the event of a problem or need.

Graduate Assembly TA Training Project: Since 1976, the Graduate Assembly TA Training Project has served as one of the primary resource centers for Berkeley TAs. One of the major premises behind the project is that graduate students should play a major role in developing and administering programs to improve graduate student teaching. We provide information and assistance on all aspects of TA training, hiring, teacher-student relations, and campus resources that provide instructional support.

One of the major efforts of this project has been the development and implementation of a campus-wide TA Training Conference held immediately before the beginning of each school year. It includes workshops conducted by experienced TAs on acquiring and improving teaching skills in a wide variety of disciplines. The project is also responsible for developing the TA Training Handbook "Learning to Teach" and "Teaching at Berkeley," a handbook for foreign TAs, both of which are compiled by graduate students.

The Project will be working with departments throughout the school year to help initiate on-going TA Training workshops and programs. A TA training newsletter will be published periodically to provide information about campus-wide and departmental TA training activities. Graduate students or faculty who are interested in developing TA training programs in their own departments can contact the project's coordinator at the Graduate Assembly, 642-2175.

Graduate Women's Project: Originally a part of the Graduate Minorities and Women's Project, the rapidly strengthening Graduate Women's Project serves as a support system, a base for women's student organizations and an advocate for graduates on the Berkeley campus. The project will now focus exclusively on women's particular needs and interests. The Graduate Women's Project will work with the Graduate Women's Organization, the Women's Center, the Graduate Minority Students' Project and Women of Color in Unity in areas of their shared concerns.

For this academic year, the project will have three main goals: 1) to build a community among graduate women dispersed throughout the campus; 2) to support women's academic efforts by providing a forum for women's research and strengthening ties with women faculty, staff and undergraduates; and 3) to encourage the involvement of women in the political processes of the university through committee membership and lobbying.

If you would like to get involved with the project or have questions or suggestions, feel free to contact either of the project's two coordinators at the Graduate Assembly, 642-2175.

The Berkeley Graduate: Currently under reorganization, this Graduate Assembly-sponsored monthly was established for the express purpose of voicing the needs and concerns of graduate students here at U.C. Berkeley. Over the years the newspaper has changed in style, format and overall content; these changes, however, reflect the interests and commitments of students at any given time. But, without a doubt, one thing over the years remains constant, i.e., the newspaper always-first and foremost-addresses the immediate issues and concerns of Berkeley graduate students. So whether *The Berkeley Graduate* is a 1- or 10-page tabloid, always featured is information on monies, fellowships, scholarships, jobs, entertainment, art, meetings, and deadlines.

Conveniently distributed campus-wide and with the assistance of a number of departmental secretaries who take the time to place a copy of the newspaper in your mailboxes, you should have few problems in finding it. Look for it, read it, write for it, and use it to announce your upcoming meetings and events. Contact the newspaper's editor at the Graduate Assembly, 642-2175.

Educational Improvement Grant Program: Did you ever have a great idea but no money? If you would like to develop your idea in the form of a seminar, a project, a publication, etc., then you may qualify for up to $900/year for a grant from EIGP. Projects funded in the past include Women of Color Newsletter, lecture series on Policy Issues in Black America, The Free Speech Movement Anniversary Activities, UCB libraries guide to labor materials, and a guide to graduate student employment. The Black Law Journal was granted some funds to sponsor a symposium on legal issues facing the Black community and another group of students sponsored a civil rights forum. Students from Agricultural Economics Department developed an affirmative action recruitment program with EIGP funds and a group of public health researchers produced a book they entitled, "Razalogia: Community Learning for a New Society." Aside from these examples, minority students have underutilized this funding source but are encouraged to reverse this trend. Proposals for the fall funding round are around September. Other deadlines will be in January and again in July. For further information, contact this year's coordinator at Anthony Hall at 642-2175.

Fellowship/Scholarship Unit: Graduate students interested in applying for fellowships, grants, etc., may utilize the EIGP library which contains extensive information on funding sources. A Graduate Assembly staff person is available for assistance in the search

for funding sources appropriate to your interest. This library provides this campus with the most comprehensive information on funding sources.

Graduate Assembly Funding: Do you have ideas in need of funding? There are two Graduate Assembly programs which provide funds for graduate student organizations, either departmental or issue oriented. You may pick up applications with detailed instructions at Anthony Hall.

Graduate Events Funding provides short-term funds for departmental and other graduate student organizations, meetings, colloquia, and social events. Application deadlines are approximately every three weeks throughout the semester. Matching funds must be requested from another source, such as the department; up to $225 can be awarded per funding round.

Projects and Services provides long-term funds for support of graduate student organizations' operating expenses and projects. Funds may be used for such things as telephones, equipment rental, printing, or supplies. Typical allocations range from $50 to $900 in an academic year and are made available three times per year.

CAMPUS STUDENT ORGANIZATIONS

American Indian Graduate Student Association (AIGSA)
c/o American Indian Graduate Program
Bldg. T-7, Room 216
642-3228

AIGSA is an organization of all Indian graduate students at Berkeley. Activities are determined by the members and include recruitment, orientation, employment contacts, advocating for Indian concerns, etc.

American Indian Law Student Assoc. (AILSA)
Boalt Hall, Room 37
642-8748

The American Indian Law Student Association is much like the AIGSA; however, AILSA is active in Indian legal organization. Contact Francis Robert for more information.

Asian American Law Students Association
Boalt Hall, Room 37
642-4496

The Asian American Law Students Association is an organization devoted to promoting the interests of Asian Americans in the area of the law. The association was formed by Asian law students to facilitate the admission of Asian people into the legal profession and to thereby meet the pressing legal needs of Asian communities.

In the past we have concentrated our efforts toward increasing the enrollment of Asian Americans in law school and orienting them toward dealing with the legal problems that Asian communities face. By

working within the law school to alert the administration, faculty, and students to the legal needs of minority and poor communities and working closely with those communities to develop legal service programs, we continue to strive for the increased admission of Asian people into the legal profession who are, and will be, responsive to the needs of Asian communities. Ask for Chris Tigno to get involved.

Dr. Martin Luther King Jr.
Convocation Day Committee
416 Eshleman Hall
642-2095

One of the first and most important of our premises is that students maintain academics as their first priority. We feel that our academic preparation in this immediate historic period is an essential part of our responsibility to the community and our work in it. As one of many ASUC organizations committed to the integration of academic excellence with social responsibility, the Convocation Day Committee works closely with K-12 students to assist them in building a solid academic foundation for whatever field they may enter. For more information, contact Ronnie Stevenson.

Pacific Islanders Law Students Association
Boalt Hall, Room 37

The Pacific Islander Law Students Association (PILSA) is an organization committed to promoting the interests of Pacific Islanders in the area of the law. The development of a legal profession that is sensitive and responsive to the issues affecting minority and low income communities is necessary to meet the legal needs of this group. Towards this end, PILSA has worked to increase the enrollment of Pacific Islanders in law school and to orient them toward dealing with the legal problems faced by their respective communities.

African Graduate Students Association
Graduate Assembly, Anthony Hall
642-2175

African Graduate Students Association, formerly the Black Graduate Students Association was formed to take up issues important to African American and African graduate students at UC Berkeley. These issues include graduate affirmative action and retention, issues affecting the surrounding African communities in Oakland and Berkeley, international issues affecting countries in the continent.

The African Graduate Students Association serves as a support system where African students can interact and learn about the research areas of other sisters and brothers across academic disciplines. It is a group where the social, cultural and political needs of African Graduate Students can be addressed.

The Black Law Students Association (BLSA)
Boalt Hall, Room 32
642-4227

The BLSA exists to aid and assist Black people in their admission to and study at Boalt Hall School of Law, to encourage Black law students to apply their skills to the development of the Black community, to generally promote and protect the interests of Black law students, and to provide a social and cultural environment for Black law students.

La Raza Law Students Association
Boalt Hall, Room 37
642-3368

The La Raza Law Students Association (LRLSA) was formed to provide academic and moral support for Boalt Hall Raza and to address legal issues facing Raza Communities. The Association has developed a wide range of committees to meet these ends: Academic Support, Admissions, Recruitment, and the Law Journal. In addition, LRLSA is actively involved in the Migrant Legal Services program. LRLSA is dedicated to the advancement of Raza communities by advocating social justice for all Third World people.

Movimiento Estudiantil Chicanos de Aztlan
Student Activities and Services, 516 Eshleman
642-6673

The primary purpose of the Movimiento Estudiantil Chicanos de Aztlan (MEChA) is the focus to recruit Raza to U.C. Berkeley. MEChA attempts to build a visible Chicano presence and comfortable environment by having various social and cultural events. Another focus is to educate Chicanos as well as others about the important issues and concerns of Raza both on and off campus. This is accomplished by holding educational and political forums. MEChA hopes to develop a political and social consciousness of the Chicano movement among Berkeley Chicano faculty, staff and students, and to develop Raza leadership at all levels which will return to the community and struggle for social change for the betterment of the Chicano people.

Mujeres en Marcha
Chicano Studies Department, 3404 Dwinelle Hall
642-0240

Mujeres en Marcha is an organization dedicated to the pursuit of affirmative action at both the graduate and faculty levels at the University of California, Berkeley. Our work includes: recruitment, admissions and retention of Chicana graduate women; employment and promotion of Chicana/Latina faculty; and the inclusion of Chicana/Latina perspective at all levels of University life.

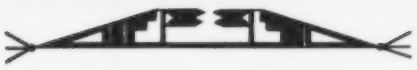
A primary concern is providing a supportive environment for the pursuit of academic work. We meet regularly and provide encouragement and constructive criticism of each other's work. Mujeres en Marcha is actively engaged in advancing a Chicana feminist perspective both in scholarship and practice. We are currently involved in discussions on the intersect or race, class and gender.

The Puerto Rican Student Association
Graduate Assembly, Anthony Hall
642-2175

The Puerto Rican Student Association exists in order to strengthen the cultural ties between Puerto Ricans in the Berkeley area. Activities of the group include cultural and social activities, which reveal our cultural background, and helping new students to get acquainted with the Berkeley environment.

The Graduate Union of Ethnic Studies Students
Asian American Studies, 3407 Dwinelle Hall
642-6555

The Graduate Union of Ethnic Studies Students (GUESS) is the representative body of graduate students in the newly-formed Ph.D. program in Ethnic Studies. It is part of the coalition Ethnic Studies Student Union, which combines E.S. majors with other students interested in furthering Ethnic Studies as a department and as a field study. Some of GUESS' activities include participating in the production of *Critical Perspectives* (Berkeley's journal of ethnic studies) and colloquia bringing together students and faculty from many campus departments. It is also involved in campus politics, including the recent anti-Apartheid protest. For information on GUESS, please leave a message in the graduate student box in Asian American Studies, 3407 Dwinelle Hall.



The Pilipino American Alliance (PAA)
Graduate Assembly, Anthony Hall
642-2175

The Pilipino American Alliance was founded during the 1960's to address the needs of Pilipino and Pilipino-American students on campus. PAA has evolved into an active student organization whose goals are to provide a network of academic and social support for Pilipino students and to maintain and promote the awareness of the Pilipino culture and heritage. PAA projects range from study groups, special issue seminars and recruitment of high school students, to potlucks, dances, and an annual Pilipino Cultural Night, to political and social change issues.

The Berkeley Women of Color
Institute for Study of Social Change, 2420 Bowditch
642-0813

The Berkeley Women of Color group was organized in response to a pressing need: we have been disappointed, frustrated and angered by the absence of women of color in all of the relevant literature used in courses taught at this and other university campuses. Course materials and lectures in Women's Studies, Sociology, Ethnic Studies, History, and other academic departments either ignore the existence of women of color in present and past America, or they misrepresent our realities. Our goals are to conduct and encourage research on women of color in America, and to communicate to others the knowledge and information produced by such research. We hope to develop theories about the family, marriage, work, class, race relations, sexism and gender which include the experiences of all women in America.

One means of achieving our goals is communication through the medium of a newsletter. We will publish contributed articles; bibliographic materials; announcements of meetings, seminars and conferences; letters; and information on political action of importance to women of color. We hope that the connections we establish in the newsletter will enrich all of our lives, contribute to our scholarly endeavors, and make us sharply aware of our mutual needs, hopes and dreams.

Women of Color in Unity
Graduate Assembly, Anthony Hall
642-2175

Women of Color have not had an audible voice or visible presence within the academic community, in particular, that of the University of California, Berkeley. The categories of "women and minorities" presumably includes women of color at two levels. In fact, women minorities are not treated as salient members of either category, as exemplified in the lack of statistics, the lack of policies specific to women of color, and the lack of recognition of an experience that is unique from both "women" and "minorities."

Women of Color on the Berkeley campus have come together in recent months for the purpose of articulating our experiences and issues so that we may have more clout in developing policies that respond to our need and concerns. We are faced, for example, with the combined experiences of confronting racism, sexism, class elitism, and cultural ethnocentrism. The result is that few women of color are able to enter the University and those who do are often faced with problems that lead to high drop out rates. Why is it so difficult, therefore, for us to get here, to stay here, and to finish?

The bridging of our University experience with that of our respective communities is of utmost concern for women of color who seek the betterment of their people. Our own presence in the academic world testifies to our belief in the value of education. How can we help to bring more women of color into the University? How can we translate the University education into one that is meaningful for the communities from which we come?

Social science literature, popular culture, and tradition depict women of color in a way that is not consistent with our experience. It is essential, therefore, that we define our experiences for ourselves. The possibilities for doing this increases as more women of color are empowered. How do various art forms enhance this expression? What role does education play? How can our collective identity inspire our production as women of color?

During the 85-86 academic year, Women of Color in Unity will sponsor another conference, an ongoing lecture series, political activities, and social events.

United People of Color
Graduate Assembly, Anthony Hall
642-2175

United People of Color is a new campus organization which brings together African Americans, Asian Americans, Chicano/Latinos, Native Americans, Pilipinos and students from Third World countries to address issues of importance to our communities. We organize to educate and take action around campus issues such as Affirmative Action, recruitment, retention and ethnic studies; community issues such as housing, unemployment, health care and racism; international issues such as anti-Apartheid, the African Famine, Central America, the Philippines and the Middle East. We organize educational forums, rallies, cultural events, parties and give much needed support to students of color. For further information, please contact Lula Fragd at the above number.

COMMUNITY ORGANIZATIONS AND CULTURAL CENTERS

American Indian Center
225 Valencia St., San Francisco, CA
391-5800

Consortium of United Indian Nations
(JTPA Program)
1404 Franklin St. Room 202
Oakland, CA
763-3410
*specializes in employment and training

Asian American Community for Education
2012 Pine St, San Francisco, CA
921-5537

African American Historical and Cultural Society
Fort Mason Center, Bldg. C, Rm. 165
San Francisco, CA
441-0640

African Resource Center
464 19th St., Oakland, CA
763-8011

Centro de Informacion de la Raza
3174 24th Street, San Francisco, CA
826-5855

La Pena Cultural Center
3105 Shattuck Ave.
Berkeley, CA
849-2568

Spanish Speaking Citizens Foundation
1900 Fruitvale Ave.
Oakland, CA
261-7839

Community Women's Center
6536 Telegraph Ave., Oakland, CA
652-0612

Women's History Research Center
2325 Oak St., Berkeley, CA
548-1770

Association of Graduate Student Employees (AGSE)
2511 Channing Way, Berkeley, CA
549-3863

The Association of Graduate Student Employees (AGSE) is a union of academically employed students. It was formed in the spring of 1983 to combat the erosion of real salary for Teaching and Research Assistants and all other categories of graduate-student academic employees. AGSE currently has over 1,000 members. Since its inception, AGSE has been successful not only in helping get graduate-student employees raises, but also in addressing many of the other problems that graduate students face as employees of the university. AGSE, for instance, has repeatedly called on the university to extend health care benefits to its graduate-student employees and to implement more effective affirmative action policies. In addition, AGSE has been an active participant in student politics on campus, particularly in last spring's divestment movement. Isolated individuals have very little power within the university community. As a union, AGSE continuously strives to empower student employees at the University of California, to improve their working conditions, and to effect the policies of the university administration. For more information, contact AGSE at 549-3863.

Bay Area Urban League
890 Hayes St, Pride Center
Room 203, San Francisco, CA
863-5911

Center for Third World Organizing
3861 Martin Luther King Way, Oakland, CA 94609
654-9601

Unitas
2700 Bancroft Way, Berkeley, CA
845-2727

Unitas, which means "unity" in Latin, is a Protestant sponsored community agency, serving the U.C. Berkeley campus. As a Christian agency, we celebrate the presence of the liberating God we know in Jesus Christ. We do this by learning about the meaning of the Christian faith through Bible study, worship, social action and applying it in our vocational lives.

Unitas is a center where we celebrate the diversity of gifts, especially those of women and ethnic minorities. We are an active social action agency, serving, counseling, advocating, empowering and resourcing with the campus community on ethnic minority, women, hunger and justice issues. We are members of the East Bay sanctuary movement, the church network on the Phillipines, and work with other social justice agencies and concerns.

Unitas is a place where you can find emotional and spiritual support. We are here to listen to your questions and answers, and to support you in your journey. You can get involved with us by joining our student House Church community, volunteering with our Hunger Action Center, studying the Bible, worshipping with us, participating in our women of color program, raising ethical questions about your vocation, taking part in our Asian program, or just coming in and relaxing at our center. You can also receive counseling for your personal problems, or pastoral counseling for faith concerns at a low-fee sliding scale.

PUBLICATIONS TO GRAB

American Indian Quarterly
Available at the Native American Studies Library

Indian News Notes
Available at NAS Library

Asian Week
Available at the Asian American Library

East West
Available at the AA Library

Black Collegian
Available at the African American Library

Chispas
Available at the Chicano Studies Library

El Tecolote
Available at the Chicano Studies Library

Critical Perspectives: Women, Race & Class in a Cultural Context
Available in bookstores

Guide to Ethnic Sources at UC Berkeley
Available at the Chicano Studies Library

Human Rights Organizations and Periodicals Directory
Available at Meiklejohn Civil Liberties Institute, Berkeley, CA
848-0599

Resource: A Quick Reference Guide for New Berkeley Students
Available in the Student Activities and Services
102 Sproul Hall

This is a very informative source which gives students information on virtually every aspect of the university. You will find this very valuable.

The Daily Californian
Available throughout campus

In this daily campus newspaper, you will find up-to-date campus and community information and activities. This is the source through which most people advertise and inform; it will be to your benefit to check *The Daily Cal* for pertinent information.

Resources for Women

Organizations and Support Services

CAMPUS RESOURCES

Berkeley Feminist Alliance
606 Eshleman Hall
642-9963

Berkeley Women of Color
Institute for the Study of Social Change
2420 Bowditch
642-0813

Boalt Hall Women's Association
24 Boalt Hall
642-8588

The Center for the Study, Education and Advancement of Women
Building T-9, Room 112
642-4786

CSEAW promotes educational and career opportunities for women students. The Center provides academic advising and referral services. They also maintain a library that focuses on scholarship by and about women. The librarian is extremely helpful and will guide you in setting up a research strategy for your particular topic. The library also contains information on scholarships and financial aid as well as academic job listings.

The Center is also a good place to go to if you want to relax or need a quiet place to study. A lounge is open to the public during working hours.

Graduate Women's Organization
Graduate Assembly, Anthony Hall
642-2175

Graduate Women's Project
Graduate Assembly, Anthony Hall
642-2175

Gay/Lesbian/Bisexual Alliance
408 Eshleman Hall
642-6942

Multicultural Lesbian & Gay Studies
408 Eshleman Hall
642-6942

Panhellenic Office
224 Sproul Hall
642-7507

Rape Prevention Education Program
484 Cowell Hospital
642-7310

The Rape Prevention Education Program conducts workshops on rape prevention, sexual harassment, and the politics of rape. They are also a crisis counseling center, and act as advocates at the police and medical departments for rape survivors. The Program's pamphlet is an excellent guide to reducing

vulnerability to rape: it includes important phone numbers, campus shuttle-bus schedules, and helpful tips on what to do in case of rape.

Women of Color in Unity
Graduate Assembly, Anthony Hall
642-2175

Women in Computer Science and Engineering
571 Evans Hall
642-1024

Women's Clinic
Cowell Hospital
642-7687

The Women's Re-Entry Advising Program
103A Sproul Hall
642-9595

This program is intended for women considering returning to school and for those already enrolled. WREAP is ideal as a support network, sensitive to the unique needs of re-entry women. Some of their activities include a noon lecture series on topics of interest to re-entry students and a weekly support group.

Women's Studies Group Major
333 Campbell Hall
642-0302

COMMUNITY RESOURCES

Alliance Against Women's Oppression
c/o Women's Building, 3543 18th St.
San Francisco, CA 94110
621-3870

Bay Area Black Women's Health Project
c/o A Central Place, 477 15th St.
Oakland, CA 94612
834-7897

Bay Area Women Against Rape
1515 Webster, Oakland, CA 94612
465-3890 or 845-7273

Bay Area Women's Resource Center
318 Leavenworth, San Francisco, CA 94102
474-2400

Berkeley Women's Health Collective
2908 Ellsworth, Berkeley, CA 94704
843-6194

Black Women's Anti-Violence Project
1515 Webster St, Oakland, CA 94612
465-3890

Black Women Organized for Action
Box 15072, San Francisco, CA 94115

Coalition to Fight Infant Mortality
Box 10436, Oakland, CA 94610
655-2068

Community Women's Center
6536 Telegraph Ave., Oakland, CA 94609
Business: 652-0612; Crisis: 652-6566

Comparable Worth Project
488 41st St., #5, Oakland, CA 94609
658-1808

East Bay Women for Peace
2302 Ellsworth St., Berkeley CA 94704
849-3020

League of Women Voters
1836 University Ave., Berkeley, CA 94703
843-8824

Legal Services for Prisoners with Children
693 Mission St., San Francisco, CA 94105

Lesbian Rights Project
1370 Mission St., 4th Fl., San Francisco. CA 94103

Multicultural Women's Network
2600 Bancroft Way, Berkeley, CA 94704
848-6370

National Organization for Women (NOW)
Box 635, Berkeley, CA 94701
835-5116
Box 1267, San Francisco, CA
386-4232

National Women's Political Caucus
c/o A Central Place, 477 15th St.
Oakland, CA 94612
834-7897

Olivia Records
4400 Market St., Oakland, CA 94608
655-0364

Options for Women Over Forty
3543 18th St., San Francisco, CA 94110
431-6944 or 431-6405

Plexus Bay Area Women's Newspaper
545 Athol Ave., Oakland, CA 94606
451-2585

Redwood Records
476 W. MacArthur, Oakland, CA 94609
428-9191

WICS/Women in Community Service
1515 Webster St., Oakland, CA
835-9877

Women's Bldg. of the Bay Area
3543 18th St., San Francisco, CA
864-8432 or 431-1180

Women's Center of San Francisco
Women's Building, 3543 18th St.
San Francisco, CA 94110
431-1180

Women's History Research Center
2325 Oak St., Berkeley, CA 94708
548-1770

Women's International League for Peace and Freedom
477 15th St., Oakland, CA
834-7897

Women's Employment Resource Corporation (W.E.R.C.)
1810 6th Street
Berkeley, CA 94710
549-1421

Staying Sane and Healthy

Physical and Psychological Needs

RECREATION ON CAMPUS

California Adventures
2301 Bancroft Way, Berkeley, CA 94720
642-4000

California Adventures introduces you to the great outdoors via instructional classes, trips, equipment rental, and resource information for such activities as cross-country skiing, rock climbing and bike touring.

Department of Recreational Sports Access Project
605 Eshleman Hall
849-4663, TTY 849-4662

Formerly BORP, this program offers recreational sports opportunities tailored to the physically disabled and their families and friends.

Intramurals
Recreational Sports Facility
2301 Bancroft Way
642-8342

Intramurals gives you over 30 different sports options. Enter individually or as a team. Men's, women's, and co-ed activities are available to students, faculty, and staff.

Recreational Sports Facility
2301 Bancroft Way
642-8342

You name it, they've got it! Drop-in hours are scheduled for activities such as badminton, basketball, andball, racquetball, squash, swimming, tennis and weightlifting. RSF offers guest passes which students can purchase for their friends and relatives at the cashier's station. Equipment check-out and reservations are handled in Room 1, Harmon Gym.

Strawberry Canyon Recreation Area
642-5575

This area envelops you in a pastoral setting with Haas Clubhouse, two swimming pools, a barbecue/picnic area, a play area with wading pool for children, six tennis courts and a playing field.

CAMPUS HEALTH SERVICES

Counseling Center
Building T-5
642-2366

The Center provides counseling and clinical psychology, social welfare and rehabilitation services. The staff presents a diversity of theoretical orientations and styles. The Counseling Center's services

includes: career, academic, personal counseling; couple counseling; testing services; occupational information; and group counseling.

The Center offers workshops on procrastination, orals and dissertation writing, all of which are very effective and useful for graduate students. Students may find the Counseling Center to be very helpful while making the transition from the undergraduate to graduate studies. All registered students are entitled to ten free counseling sessions per year.

The Counseling Center will keep all information confidential unless otherwise requested by the student.

The Gay Counseling Program
642-2366

The Gay Counseling Program is staffed by professionally trained volunteer counselors who specialize in working with members of the campus gay/lesbian community. Individual and group counseling is provided free of charge, and remains confidential. The program is directed by Dr. Tom Merrifield at the Counseling Center.

The Student Health Services
Cowell Hospital
642-2000

The Student Health Service (SHS) is open for appointments 8am to 5pm, Monday through Friday, and for urgent care, 24 hours a day. It also coordinates a range of health education programs.

Medical Care: During the semester, SHS provides examination and treatment, 24 hour urgent care, inpatient care, treatment by medical specialists, pregnancy counseling, and contraceptives services. Students are encouraged to establish an on-going relationship with a clinician during their years here. Clinical work is provided for free or for a small additional charge by the pharmacy, laboratory, x-ray department, and physical therapy department. Students enrolled for the summer session pay a health fee which entitles them to out-patient medical care during the session. After the session is over, they may use the health services on a fee-for-service basis. Continuing students who are registered for a given semester or for Summer Session may also use the health services on a fee-for-service basis.

The Women's Clinic: Located in room 281, the clinic is especially recommended for gynecological care, pregnancy testing and pregnancy counseling and contraceptive advising. They can be reached at 642-7687

Health Education Programs: The Health Education department of Cowell Hospital has counselors that conduct both workshops and one-to-one consultations on preventative medicine, stress, and weight loss. They also provide referrals to community resources, as well as speakers for different community and campus events concerning health issues.

Workshops are conducted each semester on topics such as alcohol/drug use, back care and contraception. They are advertised both in Cowell Hospital and in *The Daily Californian*. For more information, call 642-7202.

Dental Care: 114 Cowell Hospital, 642-4030. Dentists perform examinations, consultations, and emergency treatment. All dental services are on the fee basis and are available year round.

Optometry Clinic: Minor Hall Addition, 2nd Level, 642-5761. Part of the Optometry School teaching program, these services are for the campus and general public. Fees are charged for examination, glasses and contact lenses. Call for appointments or more information.

Health Insurance: 104 Cowell, 642-5700. After all the services described above, you may well wonder why you need health insurance coverage. According to SHS administrators, the coverage students receive is

minimal. So, if you have anything ranging from a "minor" accident to hospitalization, you may be required to pay a portion of the costs. Student health insurance is less expensive than that sold on the market, and is also a good idea if you have dependents, as they are not covered by Cowell's services. For more information, call or pick up a brochure.

COMMUNITY HEALTH SERVICES

Asian Health Services
310 A St., Suite 200, Oakland, CA 94607
465-3271

Bay Area Black Consortium on Quality Health Care, Inc.
1440 Broadway, Oakland, CA
763-1872

Berkeley Community Health Project (Free Clinic)
2339 Durant St., Berkeley, CA 94704
548-2570

Berkeley Women's Health Collective
2908 Ellsworth St., Berkeley, CA 94704
843-6194

Casa Del Sol
1601 Fruitvale Ave., Oakland, CA 94601
534-0078

Center for Special Problems
1700 Jackson St., San Francisco, CA 94109
558-4801

East Oakland Family Health Center
7515 E. 14th St, OakLand, CA 94621
430-9401

Eastern District Health Center
2449 88th Ave, Oakland, CA 94605
577-1710

Gay Men's Health Collective
2339 Durant Ave., Berkeley, CA 94704
644-0425

Hospitality House
146 Leavenworth, San Francisco, CA 94102
776-2103

Intertribal Friendship House
523 East 14th St., Oakland, CA 95606
452-1235

Instituto Familiar de la Raza
2515 24th St, San Francisco, CA 94110
647-4141

Mission Mental Health (Servicios de Salud Mental)
755 So. Van Ness Blvd, San Francisco, CA 94110
555-5671

Native American Alcohol and Drug Abuse Program
-New Dawn Lodge (Women)
4818 Foothill Blvd., Oakland, CA 94601
436-4798
-White Cloud Lodge (Men)
1818 38th Ave., Oakland, CA 94601
534-2264

Native American Health Center
3022 East 14th St., Suite 610, Oakland, CA 94601
Medical: 261-1962; Dental: 436-0455
56 Julian Ave., San Francisco, CA 94102
621-8052

Pacific Center
2712 Telegraph Ave., Berkeley, CA 94705
548-8283

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Parental Stress Services
1727 Martin Luther King, Jr., Way, Suite 109
Oakland, CA 94612
Business: 893-9230; Crisis: 893-5444

Planned Parenthood
428 West MacArthur Blvd., Oakland, CA 94609
652-7526

Sickle Cell Anemia Research & Education (SCARE)
330 41st St., Oakland, CA 94609
547-6965

West Berkeley Health Center
2031 6th St., Berkeley, CA 94710
644-6939

When All Else Fails
Solving Your Complaints and Grievances

ON CAMPUS

If you have a grievance or a complaint concerning discrimination or harassment, or of an academic nature, you can do something about it! Although the system may at times be slow, there are various places that you can take your complaints.

The Ombudsperson for Student Academic Affairs
318 Stephens Hall
642-5754.
A tenured faculty member will investigate the facts of the case, advise the student, and/or mediate the grievance. The two Ombudspersons for the fall are Lawrence Stewart and Angela Little.

The Student Advocate
200 Eshleman Hall
642-6912
The student advocate represents the student in hearings or other mediation processes.

The Title IX Officer
230 California Hall
642-7609
The Title IX Officer investigates complaints regarding sex discrimination, including sexual harassment. The university has appointed special advisors for sexual harassment complaints and has instituted a special complaints procedure in order to facilitate prompt and confidential resolution of sexual harassment complaints.

The ASUC Legal Services
200 Eshleman Hall
642-9986
A student-run legal clinic which offers counseling, referrals, and a 24 hour hotline telephone service.

IN THE COMMUNITY

Bay Area Sexual Harassment Clinic
1370 Mission Street, 4th floor, San Francisco, CA
621-7938

California Indian Legal Services
1736 Franklin St. Suite 501, Oakland, CA
835-0284

South American Indian Information Center
P.O. Box 7550, Berkeley, CA 94707

Centro Legal de la Raza
1315 Fruitvale Ave., Oakland, CA
261-3721

Chicana Rights Project
28 Geary St., Suite 300, San Francisco, CA
981-5800

La Raza Centro Legal
2601 Harrison St., San Francisco, CA
826-5506

Berkeley Neighborhood Legal Services
1810 6th St., Berkeley, CA
841-9274

Berkeley Tenants Union
2022 Blake St., Berkeley, CA
843-6601

San Francisco Tenants Union
558 Capp St., San Francisco, CA
282-6622

Caring for Unique Needs
Special Services

The Physically Disabled Students Program
2515 Channing Way
642-0518
The Program provides academic support services to students with temporary or permanent disabilities. The Program furnishes auxiliary aids for students who need interpreters, notetakers, readers, lab assistants, and tutors. Students also have access to tape recorders, books on tape, accessible transportation, wheelchair repair, etc.

The Program can also advise disabled students about vocational rehabilitation benefits and other types of special aid.

The Center for Independent Living
2539 Telegraph Ave., Berkeley, CA 94704
841-4776

The Center for Independent Living staff, the majority of whom are disabled, provide a constellation of integrated independent living services that enable thousands of physically disabled, blind, deaf, elderly, and mentally disabled persons to live independently. The program includes attendant referral, benefits counseling, blind services, deaf services, housing department, independent living skills, job development, mental disabilities independent living project, ombudsman department, peer counselor, wheelchair repair shop, youth services and a consultancy service.

Office of Veterans' Services
120 Sproul Hall
642-1592

The Office of Veterans' Services offers general information and assistance to the incoming new student, but also caters to the special concerns of the veteran student. The office addresses such issues as eligibility, discharge upgrading, entitlement, applying for your benefits, important enrollment documents, advance payments, financial aid from VA sources, disability, change of program, GI Bill and grades, tutorial assistance, and employment listings. The office also advises transferring veterans and dependents qualifying for eligibility.

University Police and Safety

This being an open campus, in a large metropolitan area, you need to be careful! Keep some of the following precautions in mind. Use your judgement and take advantage of campus safety services. Also remember to avoid isolated or remote places, and if you must work or travel alone, tell a friend or the police where you are.

Call police, fire department or ambulance, by dialing 911. Even if you cannot say anything, they know where your call is coming from and will immediately send someone there. Emergency phones are located throughout campus. For escort services to your car, public transport or nearby home, call 642-WALK.

University Police:
Available 24 hours a day, 1 Sproul, or by phoning.

Emergency Numbers:

Non-university phones: 911

Campus (642) phones: 9-911

Campus Courtesy Phones: 2-3333
These phones are located at parking structures, recreational areas, and dorm lobbies and entrances.

Suicide Prevention: 849-2212

Non-emergency numbers:

Business number: 642-6760

Bicycle Bureau: 642-2500
State of California bike license and bike security advice, Tuesday through Saturday, 10am to 2pm.

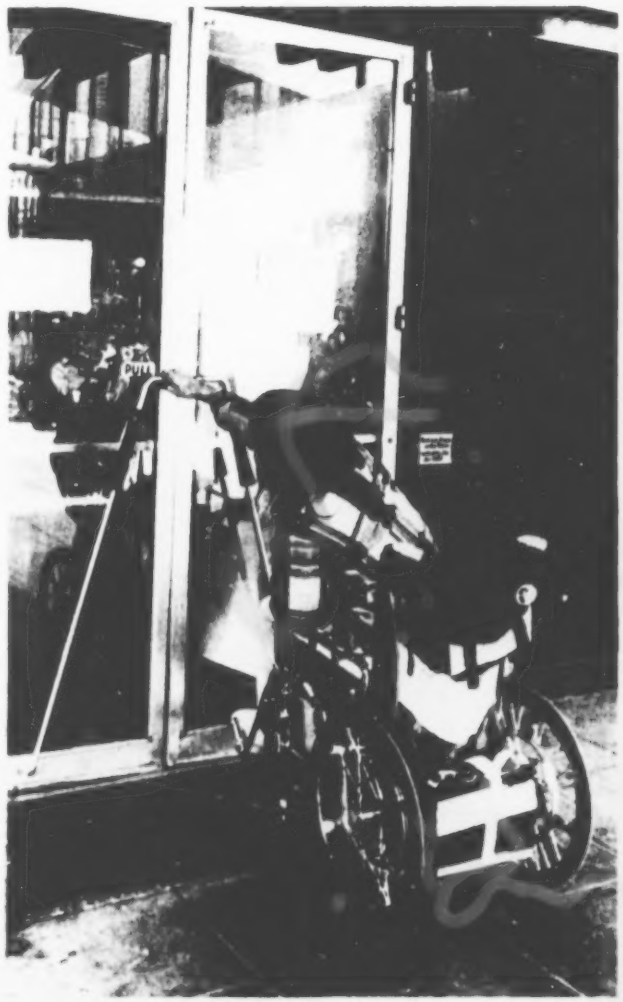
Crime Prevention: 642-3186
Safety and property protection programs.

Lost and Found: 642-4836

Night Escort Service: 642-WALK
Sunday through Thursday, 7pm to 2am

Practical Self-Defense Classes: 642-1135
Women's program about safety from assault and rape.

Rape Prevention: 642-1135
Outreach program of rape prevention education.



"The next few years will be some of the most exciting in your life. You will be cramming more ideas and information into your head than you thought possible; you will be stretching your mind to its limits—thinking and figuring and imagining and talking and writing."

—Lily Wong Fillmore